



# The Impact of Online Teaching on Job Satisfaction and Performance of Panskura Banamali College (Autonomous) Teachers as a Representative Sample College in West Bengal

 Parnab Ghosh<sup>1\*</sup>,  Dr. Amal Kumar Chakrabarty<sup>2</sup>

<sup>1</sup>Assistant Professor, Department of Education, Panskura Banamali College, West Bengal, India.

<sup>1</sup>Research Scholar, Department of Education, Raiganj University, West Bengal, India.

<sup>2</sup>Associate Professor, Department of Education, Raiganj University, West Bengal, India.

DOI: <https://doi.org/10.70333/ijeks-03-09-022>

\*Corresponding Author: [pg\\_doc@rediffmail.com](mailto:pg_doc@rediffmail.com)

Article Info: - Received : 11 September 2024

Accepted : 25 September 2024

Published : 30 September 2024

A  
b  
s  
t  
r  
a  
c  
t

A global trend toward online learning has been observed in educational institutions, especially those in West Bengal, since the start of the COVID-19 epidemic. Even though online learning has been there for a while, the epidemic has hastened its uptake, making it an essential part of the educational environment. Similar to numerous other institutions, West Bengal colleges were forced to swiftly shift to online educational environments, which required modifications to staff training and pedagogical approaches. Responses to the introduction of online instruction in West Bengali colleges have been mixed. Some educators welcomed the chance to experiment with cutting-edge teaching techniques and new technologies, but others found adjusting to this new training style extremely difficult. These difficulties may affect teacher satisfaction and general performance because of restricted access to technology, poor infrastructure, and a lack of training. This study delves into the experiences and attitudes of college teachers in West Bengal towards online teaching, exploring its impact on their job satisfaction and performance. It examines the challenges and opportunities associated with online instruction, focusing on the unique context of higher education in West Bengal. This document presents a comprehensive analysis of the factors influencing teacher satisfaction, identifies potential strategies for improvement, and offers recommendations for policymakers and administrators to enhance the effectiveness of online teaching in West Bengal's colleges.

**Keywords:** Online Learning, Pedagogical Approaches, Teachers' Job Satisfaction, General Performance, Restricted Access to Technology, Poor Infrastructure, Lack of Training.



© 2024. Parnab Ghosh and Dr. Amal Kumar Chakrabarty., This is an open access article distributed under the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if changes were made.

## 1. INTRODUCTION

The development of an adult human mind from that of a youngster occurs through education. A way to spread knowledge about both well-known and obscure subjects is through education.

A more profound understanding of both familiar and foreign topics will be possible for the human brain thanks to it. Today's educational approaches change with the times, based on what's needed at that moment. All educational establishments have

switched to online learning environments and virtual courses as a consequence of the COVID-19 pandemic. Technology has long been a part of the Indian educational system, yet teachers may be vulnerable because of their constant exposure to technology and need to adjust to the changing environment. Transition space is necessary for the body to adjust to the new conditions before any alterations are implemented. But there was enough time due to the epidemic for the change to adjust to modern society. On online instructors, this has a stronger impact. In addition to looking at strategies for balancing the technology culture with psychological well-being, this study investigates the impact that teaching online has on the psychological health of education professionals (Raman et al., 2022).

This study explores the attitudes and experiences college instructors in West Bengal have with online learning and how it affects their performance and work satisfaction. It looks at the potential and difficulties of remote learning while highlighting the particulars of West Bengal's higher education system. To increase the efficacy of online teaching in West Bengal's institutions, this document thoroughly analyses the variables affecting teacher satisfaction, suggests possible tactics for development, and makes guidelines for policymakers and administrators.

## 2. GLOBAL PERSPECTIVES

The rapid advancement of information technology and the Internet has made online teaching a vital instrument in education. Online teaching has significantly increased educational opportunities and enhanced educational equity, according to numerous researches (Du et al., 2023). When compared to traditional teaching methods, online and hybrid teaching (online-offline teaching mode) have been shown to improve students' performance, motivation, and ability to learn. This has been supported by empirical research (Du et al., 2023).

Due to the significant difficulties the COVID-19 epidemic presents for in-person instruction, numerous schools and institutions have closed their buildings and halted in-person instruction. To get kids back in the classroom, nations with highly developed network infrastructures have quickly established online learning management systems and shifted to online instruction (Du et al., 2023). This has

proven to be a successful solution for addressing the drawbacks of in-person instruction during the pandemic. For example, because of significant disruptions to education in the spring of 2020, the Chinese government required students to participate in online learning programs during school closures. "Classes Suspended, Learning Continues" is the name of the policy (Du et al., 2023). Colleges and universities have implemented this principle more firmly than elementary and secondary institutions. Because universities have been offering online courses for decades, they have a solid technological foundation and resources to support this kind of instruction. Statistics from the Chinese Ministry of Education show that 1.03 million instructors from 1,454 universities taught 17.75 million college students online to ease the burden of COVID-19 restrictions and in-person instruction (Du et al., 2023).

But in contrast to previous times when educators and learners were ready for the course to be taken online, the COVID-19 pandemic suddenly compelled educators and learners to move from traditional classroom instruction to online instruction. Many educators and learners lacked preparation and expertise in this style of instruction. As a result, there are numerous obstacles and limitations when abruptly moving from in-person instruction to distant learning (Du et al., 2023). For both students and professors, the online learning environment differs from traditional in-person learning because of the "rush" and "involuntary" learning (Du et al., 2023). Within this framework, scholars began investigating the contentment of educators and learners with virtual instruction. The intention is to make recommendations regarding the calibre of online learning as well as the attitudes of college instructors and students in this regard (Du et al., 2023). Crucial accomplishment elements that affect the efficiency of online education during the pandemic have been examined by studies using theories like online learning ability, and accomplishment goal theory (AGT) (Du et al., 2023). Using AGT, was able to pinpoint four independent factors—teacher quality, curriculum design, timely feedback, and student expectations—that have an impact on students' performance in online learning (Du et al., 2023). Using quantitative survey methodologies, Khan et al. (2021) examined the effects of a mother's

educational attainment, household income, previous understanding of information communication technology (ICT), and Internet quality (Du et al., 2023).

### 3. BACKGROUND OF ONLINE TEACHING IN WEST BENGAL COLLEGES

The advent of the COVID-19 pandemic ushered in a widespread shift towards online teaching in educational institutions globally, including those in West Bengal. While online education has existed for some time, the pandemic accelerated its adoption, making it a critical aspect of the educational landscape. West Bengal colleges, like many others, were compelled to rapidly transition to virtual learning environments, necessitating adjustments in pedagogical practices and faculty training programmes.

The implementation of online teaching in West Bengal colleges has been met with a mix of responses. While some teachers embraced the opportunity to utilize new technologies and explore innovative teaching methods, others faced significant challenges in adapting to this new mode of instruction. Factors such as limited access to technology, inadequate infrastructure, and lack of training contributed to these challenges, potentially impacting teacher satisfaction and overall performance.

### 4. OBJECTIVES OF STUDY

The study aims to

- Understand the attitude of college teachers towards online teaching
- Analyze the factors affecting the college teachers' job satisfaction towards online teaching
- Discuss the challenges faced by college teachers in online teaching
- Figure out the strategies to improve online teaching performance
- Recommend some suggestions for policymakers and college administrators
- Highlight some future research directions for online teaching

### 5. METHODOLOGY OF THE STUDY

A mixed-methods approach was used in this study to provide a thorough understanding of the views and experiences of West Bengali college teachers on online teaching. Quantitative data was

collected through a structured questionnaire administered to a representative sample of Panskura Banamali College (Autonomous) teachers. The questionnaire explored various aspects of online teaching, including teacher satisfaction, perceived challenges, and preferred strategies for improvement. Qualitative data was obtained through semi-structured interviews with a selected group of teachers. These interviews provided in-depth perspectives on their experiences with online teaching, allowing for a deeper understanding of their perspectives and challenges. The combined analysis of quantitative and qualitative data yielded a robust understanding of the complexities surrounding online teaching in West Bengal's college environment.

#### 5.1. Demographic Profile of the Participants

The study participants comprised college teachers from a diverse range of disciplines. The sample included both experienced and novice teachers, representing a cross-section of the teaching workforce. The diversity of the study's participants guaranteed that the results precisely represented the state's larger college teaching population.

The demographic data revealed a notable proportion of teachers with experience in online teaching before the pandemic, indicating a level of preparedness for the sudden shift to online instruction. However, the study also highlighted disparities in access to technology and infrastructure, suggesting that certain groups of teachers faced greater challenges in transitioning to online teaching. These findings underscore the importance of addressing these disparities to ensure equitable access to effective online teaching experiences for all students and teachers.

However, the representative data is supposed to be a self-assertion tool which is imposed as a representative sample of the total college teacher population of the state. In short, the study tends to the generalizations through a deductive reasoning method where the data and test results have been assumed to the representative data or test results imposed on the whole representative population of West Bengal.

**Table-1: Demographic Profile of the Participants**

Variable	Category	Percentage
Gender	Male	60%
Gender	Female	40%
Age	25-35	35%
Age	36-45	40%
Age	46-55	20%
Teaching Experience	Less than 5 yrs	25%
Teaching Experience	5-10 yrs	45%
Teaching Experience	More than 10 yrs	30%

## 6. ATTITUDES OF COLLEGE TEACHERS TOWARDS ONLINE TEACHING

### 6.1. Contentment with One's Work

A "pleasant feeling that you get when you receive something you wanted, or when you have done something, you wanted to do," is what the Cambridge Dictionary defines as satisfaction (Suganya & Sankarshwari, 2020). A teacher is a person who assists students in gaining virtue and knowledge in a range of situations, including professional and life skills, theoretical and practical knowledge, and life skills. Schools are seen as important institutions that shape individuals. When compared to other occupations, the teaching profession carries greater responsibility and common sense. The productivity was greatly impacted by the work's level of satisfaction. "Where responsibility arises, fulfilment is also necessary." If one of these fails, the individual will have to deal with the fallout from a disparity in psychological and physical elements (Suganya & Sankarshwari, 2020).

### 6.2. Pandemic crisis with COVID-19

The COVID-19 pandemic forced all educators to labour from home and come up with creative ways to impart knowledge to students enrolled in school. It has altered peoples' working and living styles, given humanity access to the most inventive ideas, and improved education and learning, among other things. Many educational institutions adapt their working and teaching methods to better serve students' educational needs. Approximately 900 million children

worldwide are looking forward to their schools in light of the constant issues they face. Teachers have been engaged in face-to-face instruction, also known as traditional instruction, for many years. This type of instruction entails direct communication between teachers and pupils as well as eye contact. Due to circumstances, teachers are now required to work from home, which may be the pedagogy of the future (Suganya & Sankarshwari, 2020).

The study revealed a mixed bag of attitudes among college teachers regarding online teaching. While some teachers expressed enthusiasm about the ability of virtual education to improve student engagement and provide flexible learning opportunities, others expressed concerns about its limitations, particularly regarding student interaction and assessment. The findings highlight the need for careful consideration of the specific needs and preferences of teachers when designing and implementing online teaching programs.

The results indicated that teachers with prior experience in online teaching tended to hold more positive attitudes towards it, suggesting that experience plays a significant role in shaping teacher perceptions. Additionally, factors such as access to appropriate technology, adequate training, and support from institutions were found to be positively correlated with teacher attitudes. These findings emphasize the significance of giving educators with sufficient assistance and materials transitioning to online teaching.

## 7. FACTORS AFFECTING JOB SATISFACTION OF COLLEGE TEACHERS

The study investigated the connection between job satisfaction and online teaching among teachers of Panskura Banamali College (Autonomous) as a representative sample college in West Bengal. The findings revealed that several factors contributed to teacher job satisfaction, including the perceived efficacy of virtual instruction, the availability of technical support, and the level of administrative support. Teachers who felt confident in their ability to effectively implement online teaching methods and who received adequate support from their institution tended to report higher levels of job satisfaction.

However, the study also found that factors such as workload, limited opportunities for professional development, and concerns about student learning outcomes negatively impacted

teacher job satisfaction. These findings suggest that addressing these concerns is crucial for improving teacher satisfaction in the context of online teaching. This can be achieved through strategic initiatives to reduce workload, provide opportunities for professional development, and ensure that teachers feel adequately equipped to address the specific challenges of online instruction.

- Workload Balancing online teaching duties with other responsibilities can lead to increased workload and stress for teachers. This can negatively impact their job satisfaction and overall well-being.
- Lack of Training Inadequate training on online teaching platforms and pedagogical strategies can make teachers feel ill-prepared and less confident in their abilities, impacting their satisfaction.
- Technical Support Limited technical support for online teaching can lead to frustration and hinder teacher effectiveness, contributing to dissatisfaction. Access to reliable technology and readily available support personnel is essential for a smooth online teaching experience.
- Administrative Support Insufficient administrative support for online teaching activities, such as course development and assessment, can add to teachers' workload and lead to feelings of inadequacy and dissatisfaction.

## 8. THE DIFFICULTIES COLLEGE TEACHERS FACE WHEN TEACHING ONLINE

The study identified several challenges faced by college teachers in West Bengal during the transition to online teaching. These challenges encompassed a range of issues, from technical difficulties to pedagogical concerns and the need to adapt to new teaching methods. Some of the most commonly cited challenges included:

- Limited access to technology
- Inadequate infrastructure
- Lack of training and support
- Maintaining student engagement
- Assessing student learning outcomes
- Addressing accessibility concerns for students with disabilities
- Balancing online teaching with other responsibilities

## 9. STRATEGIES TO IMPROVE ONLINE TEACHING PERFORMANCE

The study uncovered various strategies that could potentially improve online teaching performance in West Bengal colleges. These strategies included:

- Providing comprehensive training programs for teachers on online teaching platforms, pedagogical approaches, and assessment methods.
- Ensuring adequate access to technology and infrastructure for both teachers and students, including high-speed internet connectivity and appropriate devices.
- Developing innovative pedagogical approaches that effectively engage students in online learning environments.
- Implementing strategies to address accessibility concerns for students with disabilities.
- Providing regular opportunities for professional development and peer collaboration among teachers to support their ongoing learning and development.
- Enhancing communication and collaboration between teachers, administrators, and students to address concerns and promote a supportive online learning environment.

## 10. RECOMMENDATIONS FOR POLICYMAKERS AND COLLEGE ADMINISTRATORS

Based on the findings of the study, the following recommendations are offered for policymakers and college administrators in West Bengal:

- Investing in infrastructure and technology upgrades to ensure equitable access to online teaching tools and resources for all teachers and students.
- Developing comprehensive training programs that effectively equip teachers with the skills and knowledge necessary for successful online teaching.
- Establishing clear guidelines and support structures for online teaching, addressing concerns related to workload, assessment, and student engagement.
- Promoting research and innovation in online teaching pedagogy to enhance the

effectiveness and quality of online instruction.

- Fostering a collaborative and supportive environment that encourages teachers to share best practices and learn from each other.

## 11. CONCLUSION AND FUTURE RESEARCH DIRECTIONS

The findings of this study highlight the significant impact of online teaching on the job satisfaction and performance of college teachers in West Bengal. While online teaching presents both opportunities and challenges, it has emerged as a crucial aspect of the educational landscape, particularly in the post-pandemic era. By putting this report's recommendations into practice, policymakers and college administrators can create a more supportive assistive and effective environment for online teaching, eventually resulting in better student learning outcomes and teacher well-being.

Future research could explore the long-term effects of virtual or online instruction on teacher job satisfaction and student learning outcomes and investigate the effectiveness of different online teaching models and strategies in the context of West Bengal's higher education system. Continued research in this area is essential for ensuring the success of online teaching and its integration into the broader educational landscape of the state.

## REFERENCES

- Raman, M. R., Mudduluru, R. R., Suganthi, D., Anjani, P. K., Kavitha, A., & Kannappan, S. (2022). *Impact of job stress and job satisfaction on online teaching among CBSE school teachers during COVID-19 pandemic outbreak*. ResearchGate. Retrieved September 11, 2024, from [https://www.researchgate.net/publication/361277194\\_Impact\\_of\\_job\\_stress\\_and\\_job\\_satisfaction\\_on\\_online\\_teaching\\_among\\_CBSE\\_school\\_teachers\\_during\\_COVID-19\\_pandemic\\_outbreak](https://www.researchgate.net/publication/361277194_Impact_of_job_stress_and_job_satisfaction_on_online_teaching_among_CBSE_school_teachers_during_COVID-19_pandemic_outbreak)
- Suganya, S., & Sankarshwari, B. (2020). Job Satisfaction Level on Online Teaching among Higher Secondary School Teachers during Covid-19 Pandemic. *Shanlax International Journal of Education*, 9(1), 138-145. <https://doi.org/10.34293/education.v9i1.3530>
- Du, W., Liang, R., Zhang, J., & Wang, L. (2023). Factors influencing teachers' satisfaction and performance with online teaching in universities during the COVID-19. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1120662>

**Cite this article as:** Parnab Ghosh and Dr. Amal Kumar Chakrabarty (2024). The Impact of Online Teaching on Job Satisfaction and Performance of Panskura Banamali College (Autonomous) Teachers as a Representative Sample College in West Bengal, *International Journal of Emerging Knowledge Studies*. 3(9), pp.619-624. <https://doi.org/10.70333/ijeks-03-09-022>