



# Challenges Faced by Teachers During Pandemic in Implementing Innovative Methods of Teaching

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## ABSTRACT

There has been a catastrophic effect on the general life of people during the period of infliction of COVID-19 pandemic. Almost everything came under its radar and that were hugely impacted. Same stands true for the teaching community. The most receptive sector in this regard has been the teaching sector, in which the automation technology has many newer methods and surprises which have influenced each and every phase from teaching methodology, to the mode and technique of teaching. Teachers in general faced several problems when they faced the pandemic of COVID-19. Multitude of them lost their jobs and who were left had to deal with the ordeal that was really hard for them given the less amount of knowledge and resources they had at their disposal. The foregoing shows that there were many changes that were adopted due to COVID-19, and which for sure have led to large scale problems for them. However, plethora of changes came into existence, which have been dealt in with new regime of teaching and this in fact introduced changes that are irreversible in every manner. Present paper provides a glimpse into the challenges faced by the teaching community and the methodologies they adopted to deal with those challenges. It suggests for the delineation of methods which were adopted by the teaching fraternity to deal with the challenges thrown by the advent of COVID-19.

## 1. INTRODUCTION

The pandemic of COVID-19 has shifted forward the economies of nations for 4 to 5 decades, and digitalization has boosted automation programmes. The most receptive sector in this regard has been the teaching sector, in which the automation technology has many newer methods and surprises which have influenced each and every phase from teaching methodology, to the mode and technique of teaching (Zimmerman, 2020). On the advent of COVID-19 most of the functions, which were done by teachers in physical manner were rendered by machines and technological innovations, increasing the role of physical functions, which were done by the teachers or professors. This has been a negative impact for the teachers (George, 2020). Although an altogether new avenue of teaching methodology and teaching pedagogy has evolved, and inflicted harm for unprecedented number of

jobs. This unemployment has not only snatched away the jobs of unskilled or fresh graduate and Post Graduate Teachers, but has also rendered many highly qualified and utterly skilled professors and teachers who have highly prestigious degrees in academics.

The whole idea of automation has spread to several fields but it has led to unprecedented and monumental changes to the education sector (Liu et al., 2020). This has done away with lot of human factors and has led to widespread insecurity among the teachers who are not well versed in online teaching methods. The rapidly expanding technology in the field of Artificial Intelligence (AI), is not doubt a boon to society economy and humanity, but at the same time it is not diffused to the extent that it can be adopted so easily by everyone in the teaching community (Zimmerman, 2020). Its expansion education has swiftly started replacing all kinds of human effort in teaching fraternity, and it is

more swifter in the field of teachers whose services can be rendered by automated programmes or in specialized cases can be rendered by some top notch faculties (Zhang et al., 2020).

## 2. CHALLENGES DUE TO COVID-19

COVID-19 is a dreadful disease, which has ever been witnessed by the humanity (Dhawan, 2020). It has resulted in unparalleled devastation in the period of its domain, and has increased mortality rates, which were not witnessed ever before (Chaturvedi et al., 2020). As a consequence of this there have been several changes in not only the life style of people in social domains but has transformed the very nature of work that was being done by people (Zimmerman, 2020).

It has impacted the students and the teaching community in the measure, which is even difficult to measure (Chaturvedi and Pasipanoday, 2019; Govindarajan and Srivastava, 2020). However, the teaching communities were able enough to survive it with the help of blended teaching methodologies (Means et al., 2013). However, the teaching community has been cynical about teaching tools it has invented or formed by adoption of new methods and new technology of teaching (Zhang et al., 2020).

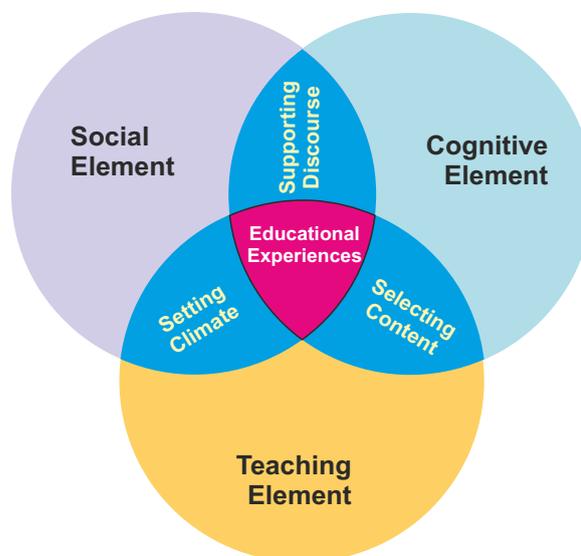
This has happened more so in India, which struggled to provide the requisite teaching tools and the medium of it in the beginning (Chaturvedi and Pasipanoday, 2019; Govindarajan and Srivastava, 2020). However, are many steps, which have been taken up by the government, to alleviate the condition of teaching fraternity (Bolaram, 2020).

There have many elements, which have seen their origin during the time of COVID-19 and have given rise to programmes, which were not witnessed prior to that. The teaching experience of faculties during COVID-19 was that of a mixed nature, which comprised of elements, which provided a chain of actions that were done one after another, and this led to the development of altogether a new system of teaching design and methodology (see Figure 1)

### 2.1 Social Elements

Society as a whole became a laboratory

Figure 1: The community of inquiry model



Source: [Garrison et al., 2000](#)

for ever new experiments on every day basis. Owing to long lockdown and extended holidays of compulsory nature, led students and teachers to stay at home and experience an altogether new area of teaching pedagogy. Social element played a role which was more of support and education, besides the books and online platform. People tried to help each other in a design of a well nit social system.

### 2.2 Supporting Discourse

There were many channels and avenues both for the help of students and children, which provided for understanding the new technology and the methodology for the benefit of students who were taking classes through online mode and those who were providing it.

### 2.3 Cognitive Element

Cognitive element was a major breakthrough for all the segments of population especially the teaching and taught community. When people witnessed some technology, and by using it for once or twice led to a better grasp for all in equal measure and magnitude.

### 2.4 Selecting Content

Immense amount of content was available for everyone on internet was increasing being used by all the segments of population. It is more so with the newer gentry, which is glued to its phone and makes it savvy for them to do it at easier and faster rate. Selection of content was not a problem as the

digital media provided a good categorization of contents at it different platforms.

### 2.5 Teaching Element

Teaching element witnessed the largest magnitude of changes and alterations form the beginning till end. More of a technical at one point of time it was an economic problem as the systems, which were in the form of laptops, desktops and the multimedia phones needed the quality and configuration, which were able to support for the conduction of classes on online platforms that were selected by the institutions or the concerned teachers to teach the topic. That was not really easy during the times of pandemic to spare a hefty amount of money on such gadgets when most of the people were losing their jobs.

### 2.6 Setting Climate

It is yet another breakthrough in the new teaching regime which allowed teachers and the students to get into an altogether new space and deal with the nuances of teaching and learning. Setting the right climate for learning and providing the learning was developed by rigorous efforts by both the teachers and the taught.

## 3. EFFECTIVE TEACHING PRACTICES DURING COVID-19

Theories are of great importance when it comes to practical life. There are several theories, which bear light for the teaching community, and help follow the practices that are of great relevance till date. Practices, which were used for teaching by faculty members in general, belonged to the following realms of theories.

### 3.1 Newer Methods For Teaching

Several methods that were unknown were used for teaching by the teachers. The most important ones were the reframing the older methods to make students understand and use them in daily practice. Several theories that provided clear understanding of children understanding level were remolded and utilized for making them understand and grasp the concept.

### 3.2 Courses on Demand

When dynamics of any markets change,

there occurs newer innovations to give rise to methods and practices which can be served on demand. this very method was adopted during the pandemic and many faculty and institutions offered courses on demand to make the teaching and delivery of lessons more meaningful and effective.

### 3.3 Developing Resilience For Change

Whenever any new practice or programme is offered it needs some sort of induction or training to be imparted and same happened with the newer methods of teaching. Faculty and institutions provided training and understanding to students regarding new courses that were offered to them and newer methods which were used for training them and make them understand the concept.

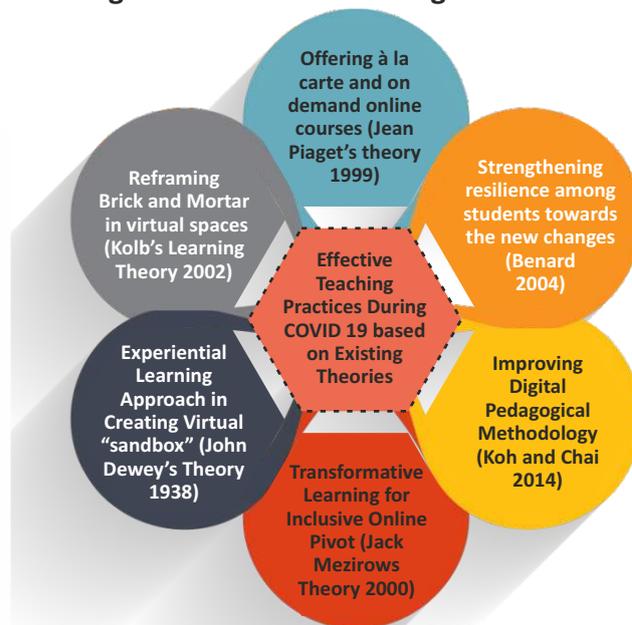
### 3.4 Better Digital Usage

Students were offered courses which were mainly in the form of notes and lectures which were to be delivered in digital form and through digital media. It was offered as per the methodology of several famous academicians such as Koh and Chai and others. Digitization has provided much help to solve innumerable problems which have been confronted by academicians and students in general.

### 3.5 Transformative Learning

Transformative learning was yet another

Figure 2: Effective Teaching Practices



Source: <https://www.frontiersin.org/articles/10.3389/feduc.2021.646557/full>

factor that was stressed upon when teachers and students faced problems in delivering content and that immediately improved the quality of delivery. This sort of method is used to make teaching and understanding more collaborative and meaningful.

### 3.6 Creating Virtual Sandbox

The target that was followed while teaching the students on internet was to create digital content that could be useful to make them understand the entirely newer and better form of teaching content and method which was novel and effective at the same time. Teachers in were using many methods which were novel and provided enough help to students while imparting lectures through digital medium. The virtual sandbox helped them in great capacity.

## 4. MAJOR CHALLENGES

There were many challenges confronted by teachers during the conduction of classes during the ongoing times of pandemic. The challenges that were confronted by the faculty members were divided into two sections one was related to their work environment and practice in general during COVID-19, and another one was related to the problems and complications they faced due to automation of the teaching practices.

The first section, which was related to their work environment, was related to Scheduled Duties and the Non-Scheduled ones. Scheduled duties were predefined and the non-scheduled ones were those, which were

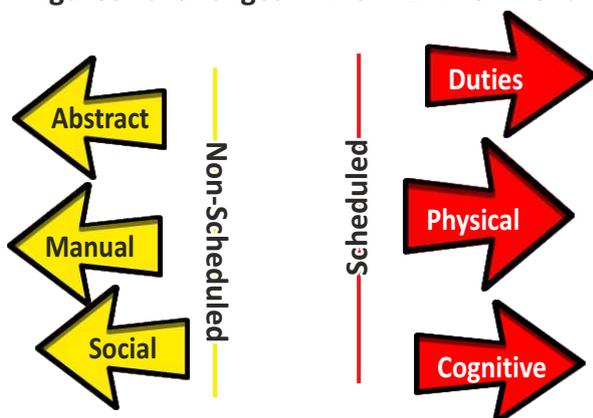
understood to be included in the assignment or the task that was designated by the authority. They were further divided into duties in general, physical duties, and cognitive duties, which in totality took a heavy toll on teachers, as they had to first get the grasp of technology and then dispose of the duties, which were assigned to them.

The non-scheduled duties were no less important, which were to be carried on by teachers to upscale the teaching methods they were needed to catch pace with technological upgradation and changes that occurred in the teaching methodology, and the newer methods of teaching that were used by institution in the wake of crisis. The Non-Scheduled duties primarily fell in the categories of Abstract, Manual and Social. While abstract was concerned more with the subtle and internal content, which was related with the proper inspection of the needs of the students, manual and society in general to that had much to do with the connectivity with the respective institutions and in general, which were helpful in carrying on and maintaining the tempo of the task of learning.

## 5. SOME OTHER CHALLENGES

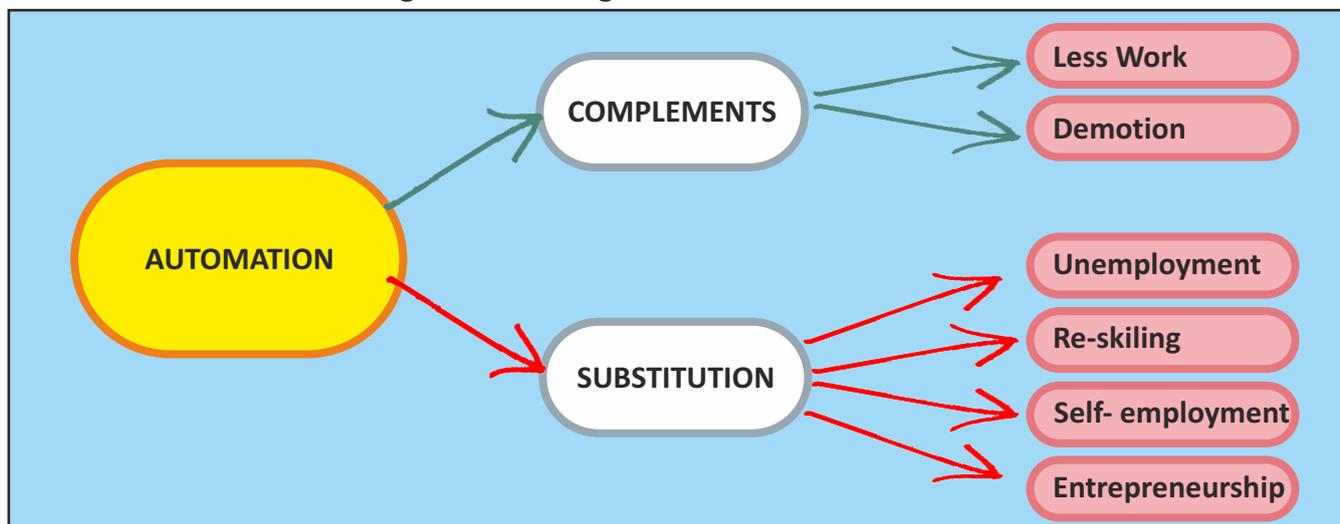
There were still other challenges, which were to be faced by the community of teachers and that was the introduction of altogether new systems of teaching and work environment, which include highly degree of automation. There were complementary duties, which were attached to the main tasks and the substitution of material and assets, which were about to impact the life and work of many people who were under its perusal. For example, if taken on the complements side there was less work but with that came the demotion, and people were normally offered half, or one-fourth of the salary that they were getting before COVID-19. Next in row was the demotion of ranks, which impacted their overall experience. Substitution included large scale unemployment of people, then there was re-skilling of people in different disciplines and tasks which were altogether new to people, and which ultimately led to loss of employment for people. This led people to locate and explore

Figure3: Challenges in Work Environment



Source: <https://www.frontiersin.org/articles/10.3389/feduc.2021.646557/full>

Figure 4: Challenges in the Work Environment



Source: <https://www.frontiersin.org/articles/10.3389/feduc.2021.646557/full>

newer venues, wherein they could showcase their talent and earn their livelihood. Self-employment and large-scale entrepreneurship were still other phenomenon, which were seen as the byproducts of COVID-19.

## 6. CONCLUSION

The foregoing shows that there were many changes that were adopted due to COVID-19, and which for sure have led to large scale problems for them. However, plethora of

changes came into existence, which have been dealt in with new regime of teaching and this in fact introduced changes that are irreversible in every manner. However, there are some positive outcomes for re-skilling of people and self-employment opportunities that they have availed for new entrepreneurial ventures. So, the teaching world as a whole has moved several decades forward, although the movement was painful enough. ■

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