



“CHALLENGES FACED BY EMPLOYEES OF EDUCATION SECTOR DURING THIS PANDEMIC”

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ABSTRACT

As we all are aware about how the mankind of entire world is fighting against COVID-19 for sustaining life in these days. Furthermore governments of different country's & states declared lockdown for creating a safe environment and to stop the spread of deadly virus among more people. As everything was closed for certain time people started adopting online technology's based on their convenience. Many organizations adopted the new technology to sustain in market and education sector also decided to adopt online technology. In this paper we have attempted to study the management done by employees of education sector and the relation between the training and development and the challenges they faced by adopting totally new way of teaching and other administration work through support of virtual platform. The study is taken forward based on 30 responses of teaching and non – teaching staff of education sector. The study is based on two different groups. One group of respondents is from private institutes and another from government institutes. Z- Test was performed to analyze the data collected through primary data (Questionnaire). Net connectivity, Lack of communication, retaining students, work life balance, adoption of new education technologies, conducting exams, work pressure from management were the significant drawbacks and challenges for employees of education sector.

Key Words: - Employees, severance, education sector, COVID -19, challenges, Adaptability of education technology.

INTRODUCTION

As we all are aware about how WHO declared COVID-19 as a pandemic on 11th of March 2020. It has created havoc as it has engulfed the whole world. The first and foremost job in the hands of the governments is not to save their people from the infection by imposing lockdown and social distancing only, but also to cope with the lockdown to save the economies. The Indian Government is no exception. The Indian economy was already passing through a recession and experts were saying that the economy was heading towards depression even before the advent of the corona virus. COVID-19 has dealt a severe blow on the

economy. The Indian education sector has over 1.3 million recognized schools including primary, upper primary, secondary, and senior secondary schools (AIES, 2002). Also, we have over 789 universities, 37,204 colleges, and 11,443 stand-alone institutions (UGC, 2017). UNESCO reports that the corona virus crisis has adversely affected over 320 million Indian students.

Impact of Corona Virus on Education

Due to COVID-19 government enforced lockdown in the 3rd week of March, 2020 in their individual capacities & declared the schools, colleges and the other educational institutions closed for a certain period of time from mid of March. The closure was extended due to the havoc of COVID-19. It is a known fact that the educational institutions are most vulnerable for the spread of the disease due to the mass gathering in the classrooms. Therefore unless, the infection is totally eradicated from the states, it is difficult to bring back the students to the schools, colleges, universities and other educational institutions. Resuming normal classes in classrooms therefore seems a distant dream at this time. So the education board decided to adopt new way to proclaim education to their students through education technology. Due to suddenness of the situation it was a challenging task for educational institutes to train their employees for new technology as many of the teaching staff unfortunately crippled by the digital shift and were struggling to learn new techno-pedagogies required in order to teach online. But still they managed by providing online training and development sessions to their employees. As looking on the other hand it was even more challenging for the institutes which were in rural area as they faced lot of network issues.

OVERVIEW OF INDIAN EDUCATION SECTOR

India is a young democracy and a progressing country. The literacy rate was lower than 30% at the time of independence in 1947 and 72 years after, it presently stands at more than 75%. This is a phenomenal growth, considering the fact that the population of the country has also risen from 33 million to 1.3 billion during the period. Currently, 29% of the population is under 14 years of age. The government has given special attention towards education through initiatives such as 'Right to Education Act' and 'Sarva Shiksha Abhiyan.' New Education Policy was launched on Wednesday, July 29. The Cabinet chaired by the Prime Minister, Mr. Narendra Modi who approved the National Education Policy 2020, making way for large scale, transformational reforms in both school and higher education sectors. The policy is built on foundational pillars of Access, Equity, Quality, Affordability and Accountability, and is aligned with the 2030 Agenda for Sustainable Development.

II.OBJECTIVES

- To reach the problem of the employee's working in universities.
- To reach out the management done by the employees to come over the challenges.
- To compare the challenges faced by Private & Government employees at university level.

III.BAGROUND OF THE STUDY

Education system of any country is like building blocks of a pillar for the development and through which every human come to know the world.India’s higher education system is the 3rd largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grant Commission, which enforces its standards, advices the government and helps to coordinate between the center and the state. Framework of higher education system in India is very complicated as it includes various universities, colleges, institutes of national importance, polytechnics etc. And again Universities are of different types like central universities formed by the government of India, by an act of parliament which are responsible for arranging and distributing resources required by university grant commission (UGC) , State Universities, Deemed Universities (aided and unaided and Private Universities. Under the department of higher education there are several regulatory bodies and research councils which are responsible for the higher education in India.

Regulatory Bodies:-

- University Grant Commission (UGC)
- All India Council for Technical Education (AICTE)
- Council of Architecture(COA)

Research Council:-

- Indian Council of Historical Research (ICHR)
- Indian Council of Social Sciences Research (ICSSR)
- Indian Council of Philosophical Research (ICPR)
- National Council of Rural Institute (NCRI)
- Project of History of Indian Science Philosophy and Culture (PHISPC)

According to Pankaj Kumar Singh (2019) employees in the education sector are more likely satisfied towards the teaching part of their job. Also according to health experts, the mental satisfaction of sharing knowledge and educating others make the profession more fulfilling. At present, with over 250 million students in India and lot more students are going to schools and colleges than any other country in the world. Fitz –enz (1990) in his report recognized that only one factor is not responsible in management of employee’s retention but there are several factors that influence employee retention which is needed to manage congruently. Like offering rewards, compensation, job security, training and development, Healthy Workplace environment, culture, etc.

IV. PROBLEM STATEMENT

This study aims to identify the issues faced by the employees of education sector inducing teaching and non-teaching staff and how they overcome or managed those issues along with some of the major challenges. This study is mainly divided on 2 parts of education sector like private and Government.

V. REVIEW OF LITERATURE

In the book named Action Research it is defined as the inquiry that employees of education sector undertakes as a researcher to know how they are teaching and how students interpret their shared knowledge. It also helps in improving the way of teaching. (Zuber - Skerritt, 1992) In her article mentioned that in India about 320 Million students have been affected due to the closure of colleges and schools in pandemic situation. Due to this government approached to transform offline education to online learning. Teachers also used to spread awareness of current situation along with the online lectures to manage the fear among the students. (Sahani, 2020). Many students, Parents and Educators around the world are feeling the ripple effect of the novel coronavirus. But as a human we found ways to compliment and accelerate the education system through digitize and automate technology. It's like we have created a culture that encourage learning, unlearning and re-learning throughout life. (Schleicher, 2020) Parul Mentioned in her article that due to pandemic situation education system in India was closed for 3 months as then they adapted ED-Tech but still its has pros and cons too. Private colleges have adapted the technology of E-Classes but students in the government colleges are still left behind. (Parul, 2020). In his study found that female faculty members were normally less satisfied with their job than male faculty members. All the "Job Hygiene" and "Job motivator" attributes were directly related to job contentment. The factors like health policies and working conditions were the least satisfying characteristics while "work itself" was the most satisfying factor found in the job in this study correspondingly. (Mehboob, 2016). In his report he has showed views on Higher Education system in India during Covid-19 and many challenges which are created by Covid-19. The HEIs have responded positively and adopted various strategies to face the crisis during the pandemic. The Government of India has also taken number of preventive measures to prevent spread of pandemic Covid-19. The University Grants Commission (UGC) have made several arrangements for proving education to students by lurching of many virtual platforms with online depositories, e-books and other online teaching/learning materials, educational channels. (Jena, 2020). In his report he mentioned about The Teachers are the one who is hired by institution to provide information or offer information they act as guide and also instruct like an instructors. But now not only instruction but they are also designing content for online classes as our education sector shifted to online mode our faculties design lesson plans and content what they are going to cover on video as its quite difficult for them to make students understands everything in short video .So they design accordingly so it would be easy for students to get everything without getting confused. They are also supposed to look video qualities as everything is okay or not and weather content is easy understandable by students or not .Teachers are really appreciated for the work they

are doing during this pandemic.(sharif, 2020).In his article he mentioned about Education is the kindling of a flame, not the filling of a vessel, Socrates is reputed to have said at the advent of the Republic. As per him it's the responsibility of the state to educate their citizens regarding the changes and progress of our country .Even our education system is unaware of the changes and it's quite difficult for them to adapt the changes on immediate basis.(Pralhad, 2020)In his report mentioned that how the higher education institutes have managed positively the entire situation by conveying education through education technologies. This report also highlights the major impacts of pandemic on higher education institutes in India, like reduced employment opportunity, assessment system, slow down attendance of students, Mobility of students, etc... (jena, 2020)In this report they have highlighted how the traditional education system is being changed to the educational technologies. Wherein the entire teaching process and the evaluation of exams are conducted online platform.(Amit Joshi, 2020)In her report she mentioned that when lockdown implemented across India then Gujarat Government took number of steps they did mapping exercise to get the results .Through this exercise they got to know that for the 50% of students identified as having access to television, the state collaborated with a national broadcasting channel to stream six hours of daily learning programs, 30 minutes for each grade; and runs a 24/7 broadcast on a dedicated channel. The state makes extensive use of the national open Digital Infrastructure for Knowledge Sharing.(Bharathi, 2020)According to article teacher role was quite challenging during this lockdown as they were supposed to support students for different assessment and test sometimes it was quite impossible for everyone to support students virtually. Not only got this but teachers connected with parents virtually for parents teacher meet to share their ward progress. Even it was quite challenging for parents too as apart from college fees they were also take care of wifi and device availability for their child so he/she can't miss their session these were the additional expenses which they came across during this pandemic.(Chatterji, 2020)

VI. RESEARCH METHODOLOGY

The data needed for the study is collected from the three different sectors of education like Private and Government, by using descriptive methodology (i.e. questionnaire). Analysis will be based on the data collection.

VI.I RESEARCH DESIGN

- The study is based on survey method. The aim of the study is to identify the challenges faced by employees and how they overcome to it.

VI.II SOURCES OF DATA

- The data for analysis can be collected by using both primary data as well as secondary source as due to the current situation we are also going to refer the newspaper and magazines article for further information.

VI.III DATA COLLECTION METHOD

- Primary Data: - collected number of percentage and views of teaching employees from newspapers and articles.
- Secondary Data: - It includes data collected through Questionnaires for Teaching and Non- Teaching staff.

VI.IV POPULATION

- The maximum number of teaching and non- teaching staff collected for the data analysis is 30.

VI.V SAMPLING METHOD

- The selection of respondents was done on the basis of convenience sampling (Non- probability)

VI.VI SAMPLING FRAME

- It is limited to a private and government university in Gujarat region.

VI.VII DATA COLLECTION INSTRUMENT

- Data collection instrument is Questionnaire.

VI.VIII STATISTICAL TOOLS

- Percentage method and graphical along with z test is used to prove hypothesis.

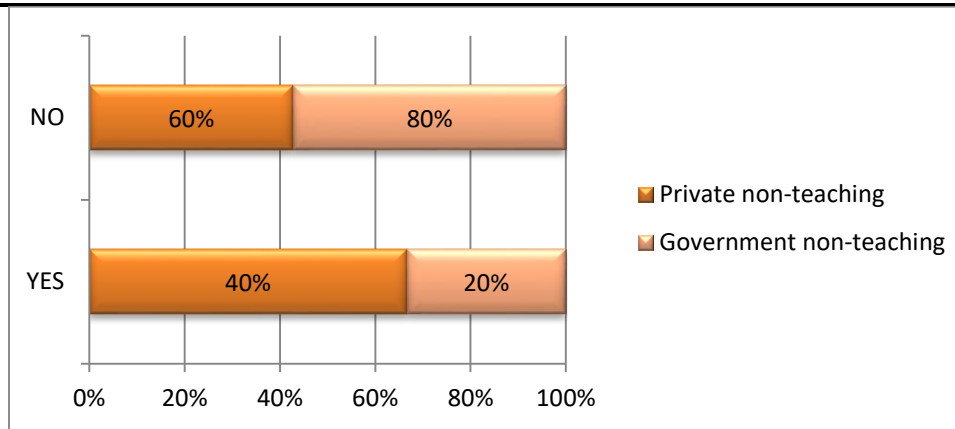
VII. LIMITATIONS OF THE STUDY

- The major limitations of this report are Non- verbal communication, Lack of participation, No references were available during the research.

VIII. FINDINGS

The entire data analysis is based on the data collected through questionnaire which consist of 30 respondents including teaching and non teaching employees of universities of government and private institutes.

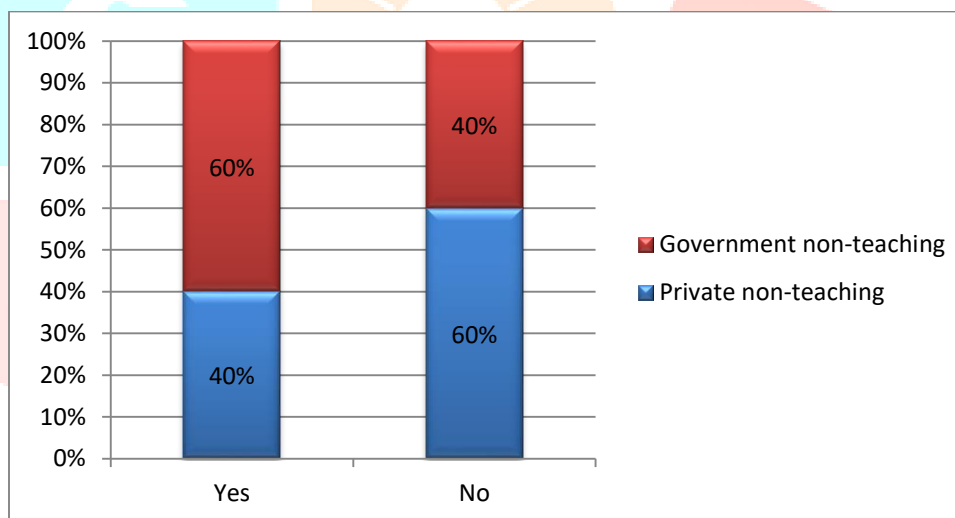
- According to the data received 40% of private non-teaching staff agrees that they faced salary deduction during lockdown, whereas 60% of them didn't and 20% of the government non – teaching staff agreed on the same & 80% of them didn't. As government issued order on salary deduction for 5 months from April to August for those employees with monthly salary more than twenty thousand. The order was not applicable for those employees who had voluntarily donated a month's salary to the Chief Minister's Distress Relief Fund for COVID-19 containment activities.



Employees faced salary deduction during lockdown.

(Source: Primary Data)

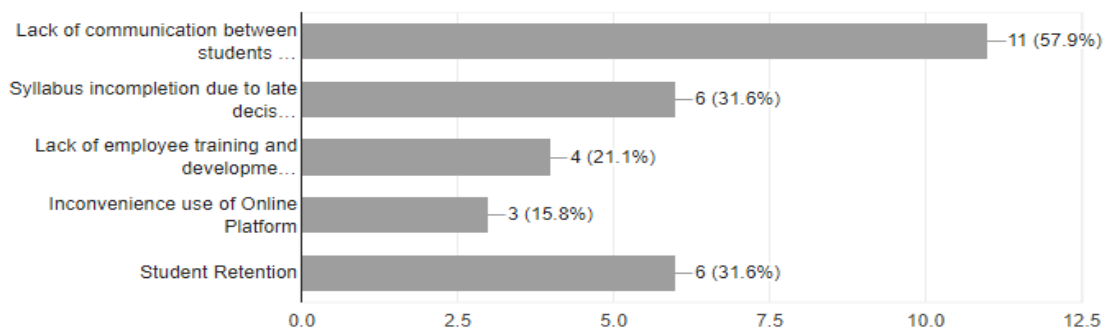
- Challenges for non-teaching staff have increased due to this pandemic and according to our survey 40% employees of private institutes agreed and 60% declined, whereas survey result of government institute is totally opposite 60% Of the staff agreed on facing challenges like receiving random calls, rush for admission without following basic guidelines of government, pressure from upper management. And 40% of them disagreed. Furthermore they also said that though online admission forms were available people insisted for visiting college and creating rush around admin which was quite challenging for them to manage.



Increase in challenges while admission intake due to pandemic.

(Source: Primary Data)

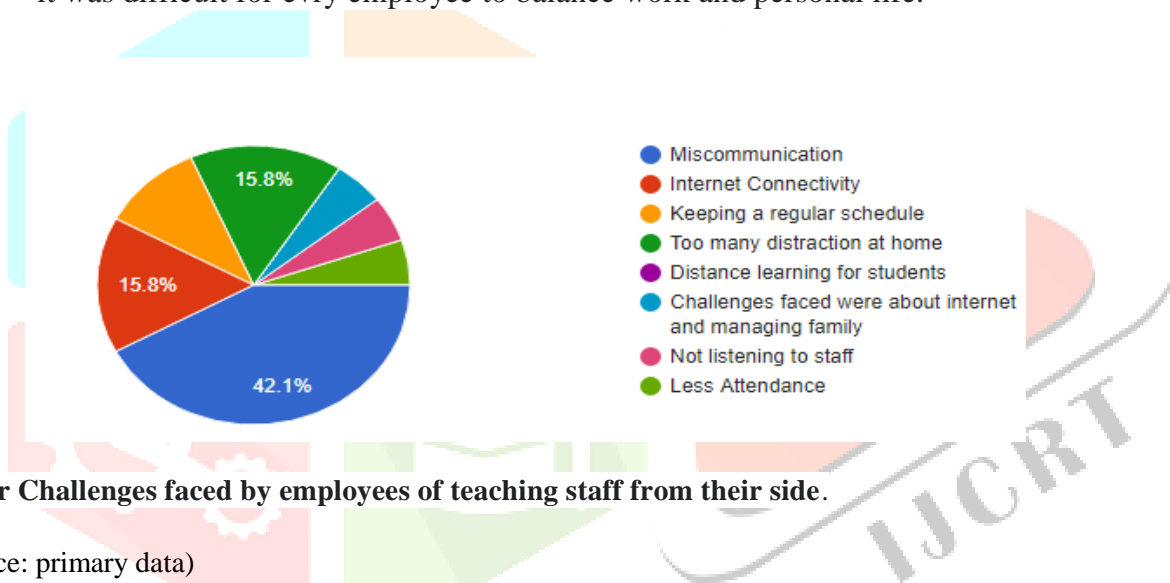
- According to the data collected below graph shows some of the major challenges forced by professors are as 57.9% of employees stated lack of communication between teachers and students was complicating things, 21.1% of them stated there was no proper training and development in their department, 31.6% employees were facing challenges to complete syllabus in short time along with retaining students.



The major challenges forced by professors.

(Source: Primary Data)

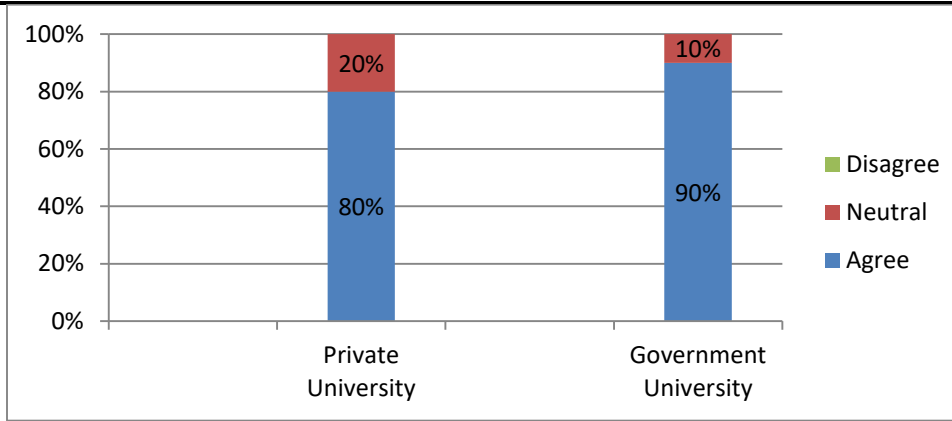
- Major Challenges faced by employees of teaching staff side during e-learning based on the data received are 42.1% of them stated Miscommunication, 15.8% replied Internet connectivity as some of them lived in rural areas, Keeping regular schedules and too many distractions at home as it was difficult for every employee to balance work and personal life.



Major Challenges faced by employees of teaching staff from their side.

(Source: primary data)

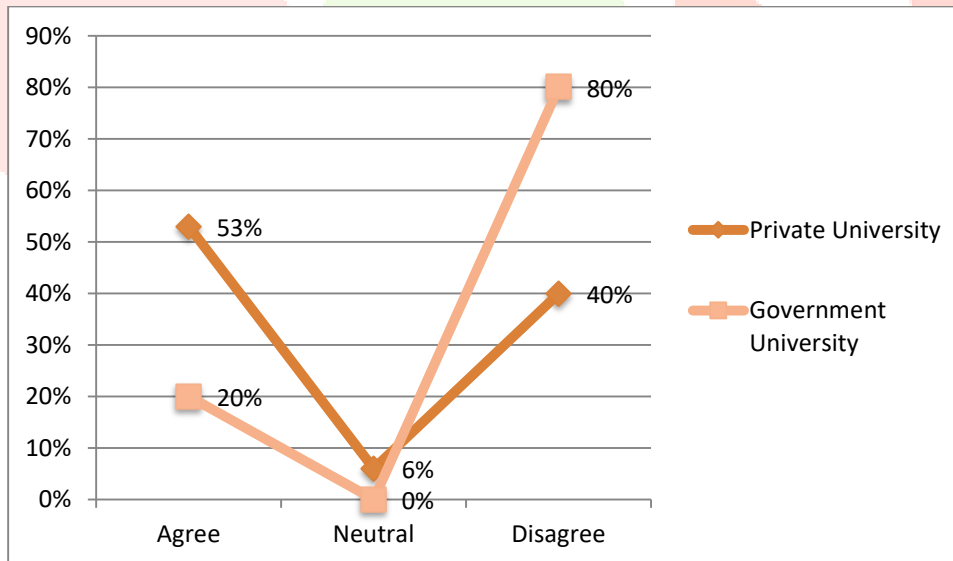
- According to data received from Private Universities 80% of teaching employees face a major challenge for evaluating a student based on his/her online class performance whereas 20% of them showed neutral response. Whereas as per Government universities data it represents that 90% of employees agree & 10% of employees showed neutral opinion on facing major challenges for evaluating a student based on their class performance. As per them due to online exams the score of Good students and average students were equal. Average student who was unable to score good marks in offline they started scoring marks equal to good students. Although even faculties were unable to evaluate properly because they need to allot marks as per online platform results or records.



Challenge for evaluating a student based on online class performance.

(Source: primary data)

- According to our finding as per private data 53.3% teaching and Non-teaching staff agrees that they felt pressure from management side to come college whereas 6% responded neutral and 40% disagree with this. Whereas as Per Government data 20% teaching and nonteaching staff agrees that they felt pressure from management side to come college whereas 80% disagree with this. As per both the data it was compulsory for specially Non-Teaching staff to come daily for both the universities as are the one who manage all admission process, and documentation work so it's not easy for them to manage it from work from home specially from April -September as admission procedure take place during this period. Whereas when it comes to teaching staff from starting few months they were allowed to do work from home but after 2 months even they were asked by management to come college with 50% strength to few private universities whereas in Government universities teachers were not forced to come college compare to private universities.

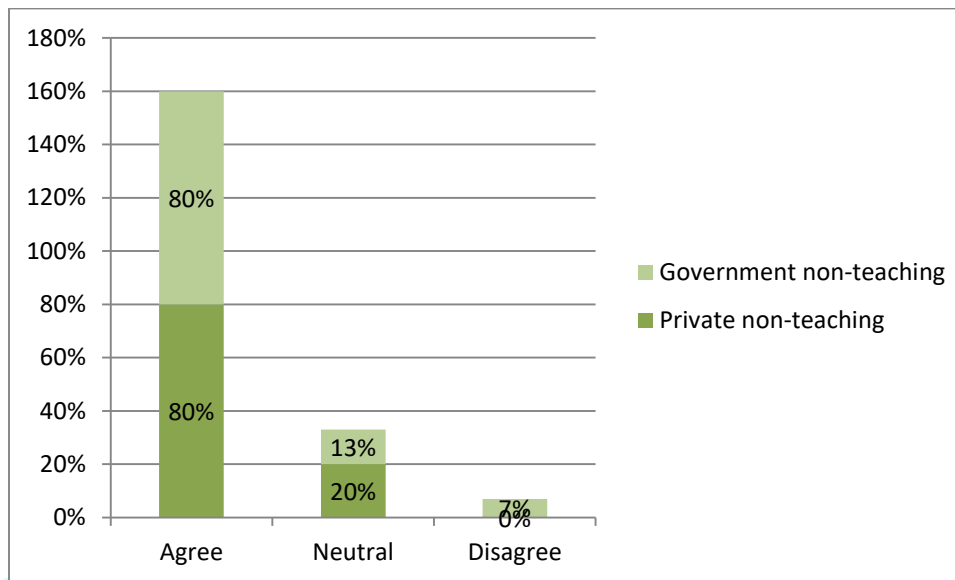


Pressure felt from management side to non-teaching staff.

(Source: primary data)

- According to our data received 80% teaching and Non-teaching staff agrees that Training & Development has helped them to do their job more effectively whereas 20% responded neutral but as per Government university data 80% Training & Development has helped them to do their job more effective whereas 13% responded neutral and 7% disagree with this. As online classes

implemented a very first time in our education sector so all faculties are not aware of how to use online platform so it was the necessity of universities to provide training to concern faculties to continue online classes. This was quite challenging for management to train staff in limited period so students won't face any kind of loss.



Training & Development has helped them to do job more effectively.

(Source: primary data)

- As per teaching staff in Private Universities it was really difficult to conduct online classes as they won't get proper respond from students neither feedback .Even during pandemic teaching staff was the one who performed teaching as well Non- teaching staff duties as they were the one who interacted directly with the students on management behalf regarding documentation work and fees work. Whereas in government institutes they didn't face such issues.

IX. CONCLUSION

COVID- 19 Pandemic has affected too many of the different fields and professions along with lives. But the most affected field as being a student it feels like an education system, as we saw how the entire education system got changed in just few months. It's quite good that people started adopting new technologies but for those who were not able to afford it was difficult to stay connected with their educational activities. Many of the private institutions in the world and obviously in India also adopted the online teaching platform but for government institutes it was much hard to adopt those platforms as many of their students were not able to afford it plus they lost the student connections and due to their data break outs some of them were not trusting to use those online platforms for their study. There were many challenges faced by employees of education sector whether being a teaching staff or a non teaching staff but they managed to do their job and retain students on online platform. Employees of the education sector somehow tried to create an environment where students were comfortably able to stay connected with their studies. The biggest challenge faced by the employees was to evaluate the student performance based on online lectures

activities as many of the students were not able to attain regular sessions so employees managed it by giving assignments or by following guidelines given by the top management. As there was online lectures and exams it was more likely unfair for those who used to get good score in offline exams. The evaluation criteria were to be measured same for all and this created no difference between the students. The other main challenges were like retaining students, managing professional life along with personal life, learning new technology for aged employees and lack of communication between students and faculty members.

Employees managed these challenges by connecting student's parents to explain the importance of online lectures and exams, several training and development sessions were conducted in order to make employees familiar with new technology and other evaluation criteria.

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