LIVED EXPERIENCES OF PRIVATE SCHOOL TEACHERS DURING COVID-19 PANDEMIC

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By

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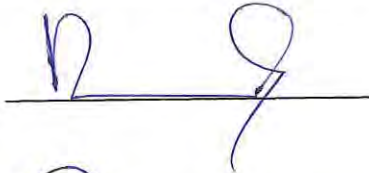## (Department of Sociology)

FINAL APPROVAL OF THESIS

This is to certify that we have read the thesis submitted by Ms. Farwa Batool, it is our judgment that this thesis is of sufficient standard to warrant its acceptance by the Quaid-i-Azam University, Islamabad for the award of the Degree of "M.Sc in Sociology ".

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ABSTRACT

This research study examines lived experiences of the private school teachers during Covid-19 pandemic. This study highlights how private school teachers experienced switch to online classes and how they perceive the impacts of COVID-19 on their personal lives. The main objective of this study was to explore lived experiences of private school teachers during COVID-19 pandemic. The study universe was Danyore which is suburbs of Gilgit city. The study was qualitative in nature. Qualitative research tools and method were used to understand and explore experiences of the teachers during COVID-19. I selected 13 teachers as respondents who were teaching at various private schools. Purposive sampling technique was used to select the sample. The respondents shared their personal experiences and provided valuable information about effects of COVID19 on their personal and professional lives. For teachers teaching during COVID-19, the profession of teaching bought different challenges and new experiences. Most of the teachers mentioned the adverse effects of remote teaching on their profession. The study findings reveal that the support of schools during COVID-19 was insufficient. Teachers mostly adopted the strategy of assigning home tasks to students during school closure. Most of the teachers mentioned COVID-19 as a curse except the few who considered COVID-19 as a blessing.

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Chapter No.1

INTRODUCTION

The study examines experiences of private school teachers during Covid-19. The study focuses on challenges and issues encountered by private school teachers in remote teaching during COVID-19. Apparently, the educational institutions seemed as they lack proper strategic plan to carry on the classes with alternative methods during closure of educational institutions. Somehow, with the decision of closure of educational institutions schools, colleges, and universities switched to online classes. For schools which are ran privately it indeed proved to be a difficult phase as the private schools lack resources and other necessary infrastructure for conducting online classes.

Owing to the health crises caused by corona virus, educational institutions were closed in most of countries affected with COVID-19. Corona virus made no exceptions. It affected developed countries as well as developing countries equally resulting to a worldwide pandemic. Consequently for safety of masses across world public areas such as schools, parks and many others were closed. All institutions of the society were adversely affected. For education system it aroused as a challenge which brought somehow irreparable loss. And for teachers similar to the rest of professionals it brought unprecedented situation. It can be observed that teachers across the entire globe have to adopt some new strategies for teaching and to prepare mentally for a new scenario of teaching. In many countries teaching physically had become a traditional method and they have been relaying on this method for many centuries. But after the outbreak of COVID-19 it became necessity to change this traditional method with a new method which promises less physical interactions as much as possible.

In Pakistan innumerable educational institutions both public and private are being run. The elite class private schools managed to run their education system conducting online classes. But for the private schools which are being run without support of elite class or any organization it was challenging to run classes online. As a matter of fact online classes require many sources such as internet connection, tablet or computer, electricity and so on. In a nutshell online classes demand a strong economy. But in private schools except those which are run by the elite class, the closure of educational institutions posed several challenges.

In the rural areas of Pakistan the situation was worst for private schools because there are rarely some schools which are economically stable. Most of the private schools in the rural areas are in vulnerable condition. Quite disappointingly State never showed interest in private schools;

neither in the urban private schools nor in private schools of rural areas. The low-cost private schools suffered more than rest of private schools. According to Alam Andaleeb and Tiwari Priyamvada, (2021) COVID-19 has impacted private schools exclusively hard, and posited a risk to the continuity of learning for millions of students, particularly those from families at the bottom of the pyramid, who more probably go to low-cost private schools as compare to high-fee private schools. State authorities have charge of the whole education system of the country, not public schools only; hence, any public policy that does not alleviate contradiction of COVID-induced risks to private provision will be incomplete.

In the rural areas of Pakistan such as in Danyore, several private institutions are being run in addition to the schools owned by government. There are over 60 private schools in Danyore. Most of the private institutions are being run without any external support such as they lack funds. Some of the schools are in most vulnerable condition in terms of financial, technical, and other resources. These institutions solely depend on student fee. Most of these private schools hire fresh graduate who lack any sort of training concerning profession of teaching. Due to lack of financial resources, it is difficult for private school administration to conduct training sessions to improve the professional skills of teachers. For these private institutions closures of schools due to Covid-19 pandemic led to many challenges.

Private schools in Danyore were already suffering from various issues; the decision of school closure brought several challenges accompanied with unprecedented consequences. Being a backward areas most of the people do not have access to modern equipment. They do not have access to technology. For most of them internet connection, laptop, and tablets are unaffordable. Moreover, schools are not well-equipped. Most of the private schools lack modern facilities for educating children. These low-cost private schools have to counter several problems.

It can be stated that closure of schools made situation more challenging for teachers-who are teaching in private institutions-to continue academic year. Many teachers are serving in these schools. Approximately more than 600 teachers and other staff members are working in private schools. Due to the closure of the educational institutions essentially the teachers suffered from several challenges for instance lack of training for remote teaching, job loss, and stress, and many others. Likewise, there were many other difficulties such as, the teachers were unaware of online teaching practices, and they lack facilities to conduct online classes. As a result of closure

of schools the teachers were not getting their salaries. It affected financial state of the private school teachers. Further closure of the educational institutions caused uncertainty among teachers concerning their jobs. Several teachers feared of losing their jobs. The teachers were facing difficulties in delivering their course material and further, conducting examinations became a challenge for both the private school administration and teachers.

Teacher plays essential role in the education system. Role of teacher becomes more essential when there is no remarkable infrastructure and resources are insufficient to teach students. Same is the case in private schools of Danyore. Teachers have to struggle to educate learner. Since the schools lack necessary facilities such as they do not have laboratory; thus teachers have to utilize more energy to explain and make students understand the topics related to science. Teachers play a central role in these low-cost educational institutions. Workload, low wage, and less support from the administration are some of the commonly reported issues of private school teachers. The closure of education brought different problems for teachers.

The private schools in Danyore remained close for 5 months and 21 days during the lock down. This study aims at identifying that how COVID-19 pandemic affected the personal and professional life of private school teachers during this time. During closure of schools and other educational institutions the academic year though was continued but online classes were not conducted. How much challenging it was for teachers to deliver course material? What kind of issues teachers faced during closure of educational institutions? How COVID-19 affected the personal as well as professional lives of private schools teachers? This study aims at identifying various experiences of private school teachers during closure of schools due to covid-19, in Danyore? This research study explores how teachers share the impacts of school closure led by COVID-19?

1.1 Statement of the Problem

The closure of the educational institutions in response to the spread of the corona virus brought many bad effects on educational activities. After the closure of the schools, it was decided that the online format will be used to carry on the academic year. The decision of switch to remote teaching was so sudden that despite of lacking the necessities such as facilities and many others the school administrations decided to move to remote teaching because they did not have any option other than switching to remote teaching. For teachers it was the most challenging time.

According to the surveys conducted teachers essentially faced a number of difficulties during online teaching. These research studies by various researchers though determine various experiences of the teachers concerning the remote teaching but there has been little work exploring experiences of the private school teachers particularly. The teachers who were teaching in private schools shift to online teaching brought many challenges. In contrast to the teachers serving in schools ran by the state, the teachers in privately owned schools experiences vary largely based on the economic condition, academic planning and so on. Thus, it is necessary to conduct research studies to identify the experiences of private school teachers. Such studies help reveal what were the challenges or positive aspects of COVID-19 for teachers teaching in the private educational institutions.

In the rural areas such as Danyore there are many private educational institutions which need attention of the state. These institutions are contributing to educate a huge number of learners. As a matter of fact the contributions of these private schools are than those of the public schools. As an illustration among these more than 60 schools and colleges of Danyore there are hardly 20 public institutions and rest are the privately owned ones. The private schools have always shown remarkable performance in board based examinations. It can be stated that private school teachers are working hard to accomplish their responsibilities. They get low wages. They do not have many resources. Still they perform their job efficiently. This study pays its attention particularly towards the plight of these private school teachers. It aims to uncover the suffering and issues of the private school teachers which are neglected by the state. Until and unless the issues of private school teachers are explored they cannot be solved. There is a need to explore the issues of private school teachers.

There is a lack of research based work on such issues in Danyore. This study is an attempt to determine experiences of private school teachers and the likely challenges they had to encounter during COVID-19 pandemic. On the basis of research studies identifying such social phenomenon is a way to aware higher authorities on sufferings of the professionals. Moreover these studies create awareness about social issues faced by the individuals of society. This study was highly required to determine the issues of these more than 600 individuals associated with the private schools. In rural areas the highly affected social institutions is the institution of education which ultimately affecting the profession of teaching. And in case of private schools

teacher were affected more than those in the public schools. To determine the experiences a research based study was significantly needed. This study is an attempt to fill this need.

1.2 Study Objectives

The objectives of the study are,

- To explore the personal and professional experiences of private school teachers during Covid-19 pandemic.
- To know the strategies, they adapted to cope with the teaching challenges in their respective socio-economic circumstances.

1.3 Study Questions

This research study aims at answering the following questions,

- How do private school teachers explain their experiences of teaching during Covid-19 pandemic?
- How did they manage to cope with the challenges they faced during remote teaching in COVID-19?

1.4 Significance of the Study

This study is important in a sense that it highlighted experiences of private school teachers during remote teaching. In the time of COVID-19 this study helped identify how teachers perceived the effects of the COVID-19 pandemic on their personal as well as professional lives. This study helps understanding private schools' teachers' experiences and challenges that they faced and the strategies they adopted to overcome challenges.

This study contributes in many ways. First and very important contribution is that it provides an account of how the private school teachers performed their professional responsibilities during the closure of schools. Second most important thing is that it determines the strategies that were adopted by the private school teachers to cope with the challenges that they faced during the remote teaching. Third it helps to understand that how private school teachers continued teaching despite of the lack of facilities needed for remote teaching. The world is still suffering due to corona virus and Gilgit is no exception, so this study serves as a guide for the teachers who are recently joining the profession of teaching. Most importantly in Danyore which is in suburbs of Gilgit, there are schools and colleges in a huge number, but it lacks the facilities for remote

teaching, a research is desperately needed to identify how challenging closure of the schools was for the teachers.

Further, it helps the researchers to further carry on the research concerning the experiences of the teachers during the COVID-19 pandemic in other such areas. It provides important information to the Education Department of Gilgit Baltistan as well as to policy makers and school administrations in making such policies that will assist the teachers to carry on the teaching process during the remote teaching. This study provides some initial work and a good guideline for the researchers to conduct research in future in rural areas concerning teachers as well as private schools which are somewhat an ignored area that desperately needs to be explored.

1.5 Organization of the study

Chapter one presents the introduction of the study. It comprised of study objectives, study questions, significance, and statement of the problem.

Chapter two presents literature review. It consists of two parts. The first part presents review of the existing literature about the study topic and second part presents the theoretical framework.

Chapter three outlines the methodology that has been adopted to conduct the research. It describes research design, locale of the study, sampling and sample size, tool for the data collection, method of data collection, analysis of the data and lastly the ethical consideration.

Chapter four consists of findings and discussions. Field data is presented in lines with qualitative research.

Chapter five presents conclusion and recommendations. The chapter also presents summary of argument, reflection on the main themes, study implication and recommendation for further research.

Chapter No. 2

REVIEW OF THE RELEVANT LITERATURE

The first chapter introduced the study and outlined the study's objective, research questions and statement of the problem. This chapter presents comprehensive literature review on the topic under research.

2.1 Empirical review

In December 2019, an outbreak of series of Pneumonia cases was recorded in Wuhan which is one of the densely populated provinces of China. This newly emerging disease was named COVID-19 by the World health organization and virus that is Corona virus was identified causing this disease. The onset of COVID-19 though began in Wuhan but soon it spread in most of the countries around the world. The health department was failed in containment of Coronavirus. Soon the virus spread devastating the routine of the individuals worldwide. The emergence of this new virus proved to be challenging as it was causing outbreaks in many counties. The impacts of coronavirus can be observed in almost all the aspects of the life. It has very strong impacts on almost all the social institutions. It has influenced all the aspects of society without any exception. Somehow, the institution of education has been affected the most. The spread of Covid-19 led to closure of educational institutions. Onyema et al. (2020) stated that covid-19 created a thoughtful disruption in the academic plans and other career plans. To contain the corona virus several countries worldwide closed down the educational institutions.

Among all other social institutions educational institution has been negatively affected by the outbreak of corona virus. Many countries postponed the standardized testing and classes and semester were delayed to prevent the spread of corona virus. Research studies reveal that educational institutions have been affected severely as a result of the pandemic. Onyema, et al. (2020) stated that the onset of covid-19 distressed all the spheres of the human activities such as education, entertainment, social relationship and so on. Due to covid-19 the whole world was afflicted and it is a great challenge to endure this condition and the outbreak of this very coronavirus extremely damaged education sector. According to khlaif et al. (2020) COVID-19 has produced same situation like rest of the crises somehow what differentiates the Covid- 19 has prompted worldwide calamities and its effect are dominating all the facets of life particularly education.

It became essential to prevent the spread of the virus. Hence, to prevent further spread of corona virus most of the governments initiated lockdowns. In case of Pakistan according to Abdullah et

al. (2020) smart lockdown was imposed. In smart lockdown the lockdown is imposed in the identified hotspots of any specific area within a broader community. The countries where the lockdown was imposed people faced many difficulties. The imposition of lockdown proved to be challenging for almost all the social institutions. For educational institutions it was the more challenging as there where many examinations which were to be held and new academic year is to be started in many institutions. But all the educational institutions ceased the face-to-face classes following the orders of the government. The entire teaching-learning process was disturbed due to the closure of educational institutions. It was recommended that the institutions must use some alternative method for continuing the teaching-learning process. However, it was challenge for teachers, school administration, students as well as their parents. According to Daniel (2020) there has been observed tremendous development globally in all the levels of education in the last fifty years. For these very broaden education systems around the world Covid-19 is major challenge among all other crises. Numerous governments have commanded to wind-up physical or the traditional classes and shift to virtual teaching and e-learning immediately.

The transition from face-to-face to distance education was a new experience for teachers in most of the countries where traditional teaching was mostly used. With the emergence of corona virus both in the developing and developed countries educational institutions were closed and teachers were directed to switch to online classes overnight. For teachers who are well aware of usage of social media the shift to online teaching was not much complicated as compared to the teachers who belong to the areas that are backward thus lack the facilities necessary for online teaching this experience of new mode of teaching was challenging and unpleasant. According to Yusuf and Ahmad (2020) participants in their research study stated that E-learning associates teachers with their students through the electronic tools like television, internet, and radio, and the rest which allows the remote communication between teacher and student. Both the teacher and students need to understand learning platforms other than the traditional learning that exist at present time to stimulate teaching and learning process. The COVID-19 emergency has an advantage for remote teaching because most of the students are aware of the usage of the social media platform. Thus, besides the supporting platforms provided by the higher education institutions like Google Classroom, Moodle, and WebEx there are many other social media platforms such as Whatsapp, Google Meet, Facebook, and so on can be used for teaching

learning process. However, those teachers and students who are using the social media platforms for the first time will certainly confront challenges.

Teachers experienced stress and many other psychological issues due to the shift from traditional teaching to online teaching. According to the finding of the research study conducted by Alea et al. (2020) respondents (teachers) indicated that they encountered issues in management of the stress which was a result of the isolation and the requirements of the remote teaching. Somehow this level of stress varies for teachers at various school types. According to the research conducted by Klapproth et al. (2020) in the time of lockdown teachers experienced a medium to high level of stress. This level of stress that teachers confronted varied among the teachers from different types of institutions such as special education institution, primary school, secondary school and so on. The statistical data of the research showed that the teachers in the most serious level of stress was experienced by the teachers teaching in the highest track, similarly the teachers in the special education experienced the minimal amount of stress and teachers in the teachers of the primary schools and the teachers of the lowest track of the secondary school experienced a medium level of stress. The statistical data obtained by the Scheffe post hoc tests showed the variation of in stress level experienced by the teacher in high track and teachers in the special education. Furthermore, it was determined that the female teachers experienced stress more than male teachers. Mishra Lokanath, Gupta Tushar and Shree Abha (2020) stated that remote teaching in Covid-19 pandemic was a new experience for both the learners and educators thus they indicated about the stressful situations they were experiencing.

As mentioned earlier because of transition from traditional face-to-face classes to online classes several teachers experienced stress and psychological trauma. The stress was experienced by many teachers worldwide. To cope with this stress teacher used various strategies. It was most difficult time for the teachers as most of the teachers lack experience of online teaching, in addition the institutions lack a proper strategic plan and facilities for arranging remote teaching. It created a chaos among the teachers. To get out of the stress teachers engaged themselves in different activities. Klapproth et al. (2020) discussed two different kinds of coping strategies that were used by the teachers which include functional coping strategies and dysfunctional coping strategies. The functional coping strategies refer to the strategies which help mastering stressful situation in a foresighted and effortful way. Whereas the dysfunctional coping strategies were

associated to those strategies which stop the teacher master the situation in a proactive and deliberative way rather the dysfunctional strategies lead the individual to reject the responsibility of handling new situation. Likewise, Kim and Asbury (2020) determined that seeking emotional assistance from the colleagues was indicated as common way of coping with the stress by the respondents (teachers).

Previous research studies show that in most cases the teachers did not have any experience regarding remote teaching. Most of the teachers reported that it was a new experience for them. According to the results of the online survey of teachers' experiences by researchers Trust and Whalen (2020) most of the participants (teachers) showed that before January 2020 among all the participants 68% never tried the distant teaching, 66% of the participants never ever used online teaching and 55% never used blended teaching. The research result showed that among all the participants about one-third of the participants were aware of the online teaching and approximately one-half were somewhat familiar with the mixed teaching methods. So far, the participants showed that they were facing various challenges during the switch to the online teaching due to Covid-19 emergency. Likewise, according to the results of research study of Bergdahl and Nouri (2020) conducted in Sweden greater number of the teachers stated that they had no or limited experience in distance education.

For those teachers who do not have any previous experience of teaching online suffered due to lack of remote teaching experience. For them to deal with the computer-based activities was most difficult thing. Somehow, for the teachers who had previous experience of online teaching or who were aware of how to use digital technology, the remote teaching was a convenient way of teaching. According to Bailey and Lee (2020) beginner teachers showed frustration that were not aware of e-learning and other similar activities related to the remote teaching. Teachers without online experience do not have understanding that how communication takes place and to manage the activities through that communication during online teaching. Likewise, Rasmitadila et al. (2020) analyzed that educator who lack online teaching experience or those who have difficulty in using technology and other information tools generally consider it challenging to conduct online teaching classes because to teach online requires a teacher to master various applications.

The emergence of Corona virus was quite unexpected. It was observed that most of the educational institutions worldwide did not have any proper planning for emergency such as COVID-19. Thus, for most of the teachers the remote teaching was problem oriented. Besides the teachers who faced problems in conducting online classes there were some other teachers who were ready for the online classes as they were aware and had experience of remote teaching. Mostly the teachers who faced challenges are those who did not have any proper training regarding the remote teaching. Yusuf and Ahmed (2020) conducted a research on the challenges faced by teachers in online learning in Malaysia and according to their findings 65% of the participants of their research indicated that they need they need training for remote teaching whereas, 35% of the participants stated that they do not need training for conducting online teaching. The accessibility of the training regarding remote teaching would help the teachers for any kind of such teaching practices in the future. Likewise, Trust and Whalen (2020) found in their research study that there were 169 participants out of 256 participants who agreed that teachers should have more training for remote teaching, 47 participants did not agree and 15 were not sure either teachers need to be trained or not. They concluded that teachers require more training for blended or remote teaching. Dayal and Tiko (2020) stated that educators mentioned that there is need for further training in case of technical issues using digital technology like email and Viber.

COVID-19 brought worrying situations for teachers. Concerns over the academic performance and well-being of the students are some such worrying situation which most of the teachers' reported in their response to different research work. According to Kim and Asbury (2020) most of the participants in their research stated that they are much concerned about their vulnerable students specifically those who were unsafe in their own homes. This kind of problem seemed to be generating more anxiety and sadness in teachers. Additionally some other teachers shared that they consider that students are missing social life. Moldavan et al. (2021) stated that teachers reported that their students are missing the social life at school. They cannot after school club, sports and other co-curricular activities. Students felt isolated because they were socially removed from their teachers and peers.

Additional to these research studies showing the concerns of teachers over health and well-being of students in their study An et al. (2021) determined that some participants indicating students

who are helpless, unhealthy, unstable, and those live in dangerous home environments expressed their concerns about them. They were concerned about such students' safety, mental and physical well-being and so on. Dayal and Tiko (2020) stated that teachers in their study expressed their emotions about students' health and safety as they would show for their loved ones.

Certainly closure of school as a result of COVID-19 induced lockdown brought some serious and complex challenges for teachers but the reopening of school after lockdown was also a worrying situation for teachers. Reopening of schools in a situation where the world is still fighting with the virus, enhanced worries of teachers. Teachers showed serious concerns regarding the reopening of schools. According to Dempsey and Burke (2021) teachers reported their concerns around health and safety as the schools were going to reopen after the first lockdown.

In addition to safety concerns after schools reopen during COVID-19, teachers were also showing concerns about learning loss. Teachers in low cost private school majorly consider that during closure of schools students were unable to learn the lessons properly. These schools lack facilities to conduct effective online classes. Teachers were aware that after reopening of schools when students would return both teachers and students are likely to suffer as a result of the learning loss during remote teaching. According to them remote teaching would result in learning loss. Alam and Tiwari (2021) parents in low-cost private schools are unable to support their children for home learning. Ultimately teachers in low-cost private school are expecting extensive learning loss after return of students when schools will reopen.

During closure of educational institutions teachers engaged themselves with different activities as they had enough time to spare particularly during lockdown. Since the schools were closed so, teachers were left with many other option except attending proper physical classes. Teachers engaged themselves with household activities, spending time on social media, preparing and recording lectures for students and so on. According to Talidong and Toquero (2020) during quarantine 74.8% of the Filipino educators spend their time using social media, and 78.8% learned new hobby to spend their time during quarantine.

There were many theories and rumors about the pandemic. Including teachers none of individual in society was expecting such pandemic that would bring so many challenges and harms to the

society. It was essential to be aware of the pandemic. Educators play a key role in the society thus, their awareness concerning the social and global issues matter a lot for the society. Teachers can instruct students to beware of the pandemic only if they were well aware first. Alea and other co researchers conducted a research to identify how much teachers were aware of COVID-19. According to Alea et al. (2020) almost all the respondents in their research study mentioned that they were aware that COVID-19 is a global pandemic and in the populated areas such as schools this can transmit form one individual to the others. Tang et al (2020) stated that teachers are the important figure whom students imitate thus teachers should help up as a role model and follow the precautionary measures owing to the severity of COVID-19 so that the preventives measures can be thoroughly implemented in the campuses.

Mutual understanding between teachers and students is prerequisite for imparting knowledge into students. During remote teaching it was more challenging for teachers to ensure the establishment of mutual understanding. Yang (2020) stated that 38.42% of the respondents considered that online teaching would increase mutual understanding between teachers and students. On contrary to the expectations of these respondents according to Mishra et al (2020) most of the respondents in their research study mentioned that they were unable to clear the doubts of students fully and fulfill students' satisfaction level due to different challenges they were facing during online teaching. Thus, it can be inferred that during online teaching teachers were facing challenges and were unable to ensure mutual understanding. As a result of lack of mutual understanding teachers had to suffer. They felt stressed failing to deliver subject matter in a proper that would help to achieve goals of online teaching.

The onset of COVID-19 exposed a significant variation in teachers' readiness to use technology to support learners at a distance (Trust and Whalen 2020). The switch to online classes determined that how much the teachers were ready and prepared for remote teaching. Teachers experienced various difficulties as most of the teachers were not expecting the closure of the educational institutions for such a long time and that the use of technology to carry on the teaching learning process. In addition, the readiness of both the educational institution and students was also overwhelming experience for teachers. According to Almazova et al. (2020) the findings of their research study showed that the pedagogical and university management issues are more likely to cause problems in conversion of the curriculum to online system. The

results of the study showed that the most significant issues include the readiness level of teachers and students for conducting online classes. Khlaif et al. (2020) discussed that in their research study conducted in three of the developing countries that are Libya, Palestine, and Afghanistan most of the teachers reported that their educational institutions were not prepared for any kind of remote teaching. The schools require at least five years to get prepared for online classes by providing training to both teachers and students and engaging parents and requesting the native population to provide poor families with devices.

Teachers' readiness is essential for accomplishment of effective teaching. Unless and until the teachers are ready for delivering the course material the goals of the teaching cannot be achieved successfully. Although research studies show that the teachers' readiness level for online teaching was low because the curriculum the educational institutions have had was designed for face-to-face teaching-learning process. The switch to remote teaching was so sudden that the educational institutions had no proper plan for continuing the education process. Bend et al., 2020 as cited in Khlaif et al. (2020) the unexpected change in the situation and conversion from traditional face-to-face classes to remote learning has shown that schools and teachers are not ready for to adapt to transformation, and this has compelled them to look for other methods.

Somehow, studies show that the teachers' readiness is affected by a number of other factors as well for instance; the readiness of teacher greately influences the readiness of teachers for remote teaching. According to Alea et al. (2020) the span of teaching practice and specialization are greatly related to the readiness to remote teaching at the same time the geographic location of the teacher was also strongly related to the readiness to e-learning.

In the underdeveloped and developing countries for teachers it was a great challenge where most of the families do not own the facilities such as laptops, computers, and internet facilities and so on required for conducting online classes. Most particularly in the rural areas both for teachers and students the availability of facilities such as internet, computer and so on remained a big obstacle in accomplishing online classes. Onyema et al. (2020) discussed that the switch to remote teaching constituted a challenge to students where there was lack of relevant infrastructure and facilities essential for online education. For learners in the rural areas the problem of the technological backwardness was also a main issue. It was because the educators

and learners in the in rural settings usually lack the means and skills required for online teaching and learning, whereas several lack the needed computer skills to carry out online education.

For the teachers teaching in rural areas particularly those in the underdeveloped countries remote teaching was most exhausting experience. Teachers in underdeveloped countries have to struggle more as compare to the teachers in the developed countries having almost all the facilities available for conducting classes online. Yang (2020) determined some of the main difficulties that were faced by the teachers in his survey which include lack of students' ability to apply self-study skills, poor internet connections and other online platforms, unfamiliarity of educators with related technology and methods, difficulties related to the course material and lack of interaction with students. Onyema, et al. (2020) stated that the practice of getting formal education online from home could be more challenging to many teachers, students, and parents particularly those in the developing countries where the education system do not has proper accessibility, availability and use of technology.

It was one of difficult experiences for the teachers to decide that what tools and techniques they would prefer to use to engage in remote teaching. Research studies show that after the closure of educational institutions teachers used both synchronous and asynchronous learning approaches globally. It was somehow according to teachers own will that either they will record the lectures or will deliver lecture during the online class. Johnson et al. (2020) in their research study found that a great proportion of teaching staff stated that they used synchronous videos as compared to the asynchronous lectures and previously recorded videos from external sources. Somehow the findings of the research study of Yusuf and Ahmed (2020) reveal that teachers had used both synchronous teaching and learning and synchronous learning. In synchronous teaching and learning method both the teachers and students met and interact in the virtual classroom. The teachers and students who lacked internet access used asynchronous method in which the teachers upload recorded video and audio lecture so that whenever students have stable internet connection they can learn from the recorded lectures. The results show that there were teachers who applied both the synchronous and asynchronous methods together. Similarly, Bergdahl and Nouri (2020) identified that the combination of both the synchronous and asynchronous teaching and learning approaches was found to be most common.

Both of the aforementioned approaches are highly helpful for educators. Because both allow them to deliver the course material during the closure of the educational institutions, but it is considered as asynchronous methods is preferable. Based on its convenient way of usage as compare to the synchronous method, synchronous method was underlined as easy method to be used by the educators. According to Daniel (2020) asynchronous method works best in technological format. Educators do not have to have to provide course material at fixed time. Teachers can upload the material online whenever there is stable internet access and students can engage with the provided material using Wikis, Blogs and e-mail to suit their timetable. In the same manner Bergdahl and Nouri (2020) stated that some of the educators had a view that least time should be allocated for teacher student interaction and students should follow the information which is sent out earlier (asynchronous learning).

In addition to using the most commonly used methods and sources of online teaching it was observed that teachers also used other methods. Specifically the areas where most of the students cannot refer to the modern application and devices or their internet connection was disrupted repeatedly, they were given assignments and quizzes using alternative methods. According to Rasmitadila et al. (2020) teachers used alternative methods like they assigned different kind of assignments and quizzes offline and asked students to accomplish them in a predetermined limit of time.

Online teaching indeed was unprecedented, challenging, and exhausting phase for teachers. It seemed as if this shift from traditional teaching to online teaching has essentially affected the personal and professional lives of the teachers. This challenging situation has enhanced their leadership skills. Research studies indicate that despite being challenging and problem oriented the online teaching has enhanced the passion of teachers. According to Dempsey and Burke (2021) regardless of stress, and lower levels of well-being which teachers experienced during pandemic it was observed that teachers have become able to make the challenges meaningful which they encounter. The responses of teachers in their study highlighted that they are passionate about their work and exhibit their devotion towards their students. Khlaif et al. (2020) stated that teachers were ready to generate solutions despite all the challenges. Countries suffering from the pandemic faced somehow same challenges; however, there were some specific problem depending on the environment and economic condition of the country.

Among the challenges faced by the teachers during the shift from the traditional to online classes the issues related to internet access are considerable. In addition to the students who lacked the facilities (internet) for online classes some of the teachers also suffered due to the interruption of their own internet connection. Most of teachers found it challenging to deliver the teaching material on time due to poor network connection and other issues related to the required facilities. Yusuf and Ahmed (2020) found in their research study that the students internet access was unsatisfactory due to which the lectures were to extended from the actual instructional time and fluctuating internet connection of the teachers was disturbing the classes and thus the students did not join the online classes as scheduled. Mishra et al. (2020) stated that the important challenge in remote teaching was unreliable network connection. Although the connection remains stable when the videos and audios of the students were kept off but for the educator teaching in such a way were the video and audio of the student is turned off, seems to be teaching to blank wall. Furthermore, Nambiar (2020) determined that most of the respondents (teachers and students), in her research study, reported that they suffered due to technical issues such as poor network, electricity failure, broadband problems, bad audio and video quality during online classes.

Although the issue of network connection was faced by the teachers globally, somehow, in under-developed and developing countries the issue of poor network was most common. Particularly in the rural setting the teachers faced many difficulties in delivering the course material during the closure of schools. For the teachers teaching in rural areas the remote teaching was most exhausting experience. Onyema et al. (2020) stated that the practice of getting formal education online from home could be more challenging to many teachers, students, and parents particularly those in the developing countries where the education system do not has proper accessibility, availability and use of technology. Yang (2020) determined some of the main difficulties that were faced by the teachers in his survey which include lack of students' ability to apply self-study skills, poor internet connections and other online platforms, unfamiliarity of educators with related technology and methods, difficulties related to the course material and lack of interaction with students.

Most of the teachers faced difficulties in ensuring hundred percent attendances in the class. It can be considered as one of the most challenging situation for teachers. Because in the traditional

physical classes teachers were able to ensure more attendance of the students and it was easy to take follow-up from students on the absence of students. However, it became hard enough for teachers to ensure hundred percent attendances of students. Taking a follow-up on absence of students during remote teaching seems to be impossible. There are a number of reasons which caused teachers encounter difficulties making all the students attend the online lectures. Flynn and Noonan (2020) stated that most of the respondents (teachers) in their survey commented that their students did not have equal access to online learning due to lack of economic and material facilities. Bergdahl Nina and Nouri Jalal (2020) mentioned that teachers had to struggle with taking attendance.

  In the underdeveloped and developing countries for teachers it was a great challenge where most of the families do not own the facilities such as laptops, computers, and internet facilities and so on which are required for conducting online classes. Most particularly in the rural areas both for teachers and students the availability of facilities such as internet, computer and so on remained a big obstacle in accomplishing online classes. Onyema et al. (2020) discussed that the switch to remote teaching constituted a challenge to students where there was lack of relevant infrastructure and facilities essential for online education. For learners in the rural areas problem of the technological backwardness was also a main issue. It was because the educators and learners in rural settings usually lack the means and skills required for online teaching and learning, whereas several lack the needed computer skills to carry out online education.

Teacher's experiences of the online classes though vary from country to country and even vary in different parts of the same country on the basis of the demographics, facilities, policies of government, and policies of the educational institutions; somehow for majority teachers some of the challenges are most common. For instance the assessment of students was most complicated practice. Rasmitadila, et al. (2020) stated that teachers cannot conduct evaluation fairly to assess the intellectual, emotional and cognitive content in the virtual environment. As a matter fact for educators evaluation of the cognitive aspect was a challenge to be conducted impartially due to the involvement of the parent who brings forth their children answers of the assignments and tests which were assigned by the teacher. Bergdahl and Nouri (2020) discussed that educators struggled with taking attendance, and they were not sure how to take assessment and examinations genuinely. Furthermore, Niemi and Kousa (2020) mentioned that educators were

anxious about the performance of the students in both assignments and examinations. Even if the educators noticed that their students have accomplished their assignment laboriously they were not certain that either the students really learned or they just copied assignment from anywhere else.

Certainly shift to the online teaching posed different challenges for teachers. Among these challenges the work-life balance was an important one. Teachers were teaching from their homes. They had to stay at home and deliver learning material to students. Teachers were struggling to balance their work responsibilities with their lives at home. According to Kraft and Simon (2020) the findings of their research show that the mid-career teachers most probably those who have children at their home have to struggle more to balance their professional responsibilities with their home lives in COVID-19 induced lockdown. An et al. stated that participants (teachers) in their research study reported that during online teaching they had no work-life balance due to heavy work and some other responsibilities. Similarly According to the findings of Lisa and Kathryn (2020) work-life balance has become a burden for some of the teachers because they were unable to take break during online teaching such as Easter holiday.

Dempsey and Burke (2021) stated that majority of the respondents stated that more hours are spent on planning and implementing remote teaching. Additionally, it is more time consuming and thus it impact work-life balance. Purwanto et al. (2020) ascertained that the many demands of work during online teaching force teachers to complete effecting teachers' work-life balance. Thus from these findings it can be ascertained among the challenges encountered by most teachers across the world work-life balance is significant one. Failing to manage work-life balance led to stress and affected the mental health of teachers. For teachers teaching in online classes managing balance between professional and personal life proved to be challenging.

 Teachers perceived remote teaching differently. For some teachers remote teaching was a burden. On contrary some of teachers considered remote teaching as a good experience. Klapproth et al. (2020) stated that according to the findings of their research study 34% of teachers in their research study reported remote teaching as a burden and about 36% of teachers specified that they benefitted from online teaching. Somehow, if remote teaching will be considered as a burden there will be less output. But if teachers do not consider it as a burden and take benefit from it than there are more chances of enhanced work productivity. According to

Purwanto et al. (2020) the teachers who can manage time work from home (remote teaching) may not be a problem. When stress is not considered as a burden the output of work enhances. And it proves to be helpful in getting the job done quickly.

It was a great challenge for teachers to run classes online following the criteria which was developed for traditional physical classes. For instance it was not possible for teacher to carry on with the curriculum which was designed for physical classes. Thus teachers had to made modification in curriculum. Teachers across the world modified their respective curriculum. According to Dempsey and Burke (2021) the change in the school environment as a result of shift to remote teaching has impacted curriculum, teaching, learning and assessment. Johnson et al. (2020) stated that nearly 93% of respondents in their research study indicated that they made at least to their teaching practice related to curriculum. One-third of the respondents reported that they changed assignments and exams the students were asked to do.

Moreover, Moldavan et al. (2021) reported that in their research study most of the participant teachers commented that they made modification in their instructional practices and which demanded changes in their traditional practice of delivering learning material, learner's engagement and pattern of evaluation and feedback. Shift to remote teaching forced teachers to review their curriculum and modalities which will be supportive for students support. Flynn and Noonan (2020) mentioned in their study that respondents expressed that they need to revisit their current practices as well as their instructional design and explore some other practices and instructional designs that may not have been explored previously. These new practices must be adaptable in the new teaching and learning environment. Thus, it can be inferred that in order to fulfill the requirements of new mode of teaching-learning process teachers had to modify their curriculum and change the methods of assessment as well as assignments.

Closure of educational institutions was indeed unforeseen for teachers as well as schools. Both needed mutual support and cooperation. However, teachers deserved more support from schools. They needed to be trained. They needed to be facilitated. And they needed to be guided to deliver learning material. Literature shows that teachers were getting enough support from their schools. According to Flynn and Noonan, (2020) many of the respondents reported that they need material support during online teaching such as they needed computer, software and so on. Likewise Bergdahl and Nouri (2020) stated in their research study that some teachers

commented that they allocated time to prepare their lessons with colleagues while other reported that they were left with little or no support from the school so they prepared lessons on their own. According to Dempsey and Burke large number of respondents mentioned that during COVID-19 they realized that more support is required to help them and their children. Teachers mentioned different kinds of support that they considered would enhance their abilities to teach during the pandemic. Torrey and Whalen (2020) ascertained that teachers reported that they needed significant support in order to teach online thus, they relied on informal, self-directed learning with their colleagues.

Somehow, it is believed that headmaster and administration of the educational institutions are highly considered responsible for providing support to teachers. Specifically in case of private schools where state is not playing any role headmasters have to allocate funds and other necessary resources in any kind of requirement. During the unprecedented and sudden shift from traditional to online teaching pressure on the headmasters of the private institutions as well as teachers increased. According to Rasmitadila et al. (2020) headmasters play an important role in defining and executing policies which are suitable during school from home system. This support can be in form of motivation to teachers, organizing all the equipment available at school, funding, availability of learning and other learning infrastructure and so on.

Based on the availability of resources and training for online teaching and other factors teachers experiences remote teaching differently. Some teachers believed that teaching online was easy. Others considered it a burden and some of them commented that online teaching a convenient way of teaching. Teachers shared different perceptions about remote teaching. According to Yang (2020) 41.26% of the teachers found that online education was "somewhat difficult", 21.80% of the teachers found this platform of teaching "very difficult" and 29.41% said that online teaching was "not too difficult" and only 7.35% of respondents believed that teaching online was "not difficult at all". The research study of Nambiar (2020) identified that majority of the respondents in her research study shared that they online classes the more flexible and convenient which can be accessed and scheduled easily and evaluation and grading process was easier.

In research study conducted by Purwanto (2020) most for the teachers mentioned their experience of losing motivation while working from home. Teachers lose work motivation for a

number of reasons such as working atmosphere is as expected at home, social media distract the teachers during remote teaching and so on. It can be asserted that teachers were facing difficulties in motivating themselves for teaching online. On contrary to the findings of Purwanto et al. (2020) found in their research study that teacher motivation is strengthened in the challenging times.

The findings of research studies indicate that teachers used online platforms to get familiar with the principles of remote teaching. In most countries teaching online was least commonly used because they have been depending on physical classes. Thus, in such countries switch to online classes required teachers to get familiar with new teaching and learning environment. As a matter of fact switch to online teaching was so sudden that educational institutions did not get opportunity to train teachers for online teaching. They attended online training sessions to learn requirements of online teaching. According to Khlaif et al. (2020) some of the teachers (who were from different developing countries) attended training sessions online to polish their skills how to teach online and how to develop teaching materials. Yusuf and Ahmed (2020) suggested-owing to the situation during the pandemic-that availability of online teaching training platforms would be supportive for teachers to get prepared for remote learning in future.

Though teaching in online mode of education was a new and difficult phase for teachers but research studies indicate that there were more problems and challenges for teachers during lockdown. According to Dempsey and Burke (2021) teachers reported during the first lock down they experienced more anxiety concerning their own health, their family members' health, their students' health and health of individuals in communities around them. Aperribai Leire et al. (2020)ascertained that the lockdown has created many issues in teachers' lives, as an indication by workload or pressure that remote teaching has placed on teachers: long hours of work and difficulties due to lack of physical interaction with students or due to hurdles created on combining professional life with personal life.

 However, it is generally considered that the lock down brought more challenges and difficulties for female teachers as compare to the male teachers. During lockdown female teachers had to struggle and borne the boredom of professional and household responsibilities more s compare to man. According to power 2020 as cited in Allen et al. (2021) it has been extensively stated that

women have endured the burden of childcare and home schooling during lock down. Thus, it can be inferred that work-related anxiety increased for female teachers as compare to that of man.

Initially teachers were confused that what should they do and how they can continue teaching-learning process. Most of teachers agreed that their schools did not have any proper strategic plan which would help them in unforeseen situations such as the COVID-19 pandemic. Lack of proper plan for emergency situations leads schools towards numerous difficulties. An et al. (2021) stated that teacher in their research study reported that lack any sort of plan for pandemic situation and wasted many months because they were unable to decide what to do and how to continue the education system. Bergdahl and Nouri (2020) stated in their study that according to the respondents their schools lacked any sort of strategic plan to implement remote teaching and to respond to the school closure.

Teachers prepared their own plans to teach during online because schools lacked a proper strategic plan. Since teachers were independent to design their plan as they were going to teach from home. Thus, they prepared such plans which support them to manage their personal and professional life. According to Mishra et al. (2020) teachers made their action plans for online teaching that were slightly different from teacher to teacher. It can be concluded that teachers prepared action plans that were as per convenience of teachers. According to Kim and Asbury (2021) teacher shared that they needed to make new work pattern which would support them to do their job and protect their well-being mainly during remote teaching when the boundaries between work responsibilities and personal life became blurred.

Since teachers have been teaching in physical classes for many years and they are used to such kind of teaching. During remote teaching most of the teachers missed teaching in physical classes. They were not enjoying remote teaching. They missed the social life they had had during traditional fact-to-face classes. Remote teaching deprived of the social life which they were used to in the traditional classes. The very social life during face-to-face teaching was missed by most teachers during remote teaching. According to Dempsey and Burke (2021) respondents in their research study commented that they missed face-to-face staff meetings, coffee breaks, lunch break and others. During remote teaching they lack the social aspect of their work. Teachers reported that the social life related to their professional life is necessary but remote teaching has taken away that collaborative and social aspect of their profession. An et al. (2021) stated that

one of the major challenges participants faced was teachers were not able to see and interact face-to-face with students. Many teachers were worried about their students and they missed connecting them during the physical classes.

During online classes most of teachers were not sure if the students were attentive in class or not. Teachers who were using technology for continuity of learning often reported that they were worried as they were not sure how far students were getting the lessons. According to Niemi and Kousa (2020) among the respondents almost half of teachers shared that they faced complications developing interactive relationship with all students. Teachers were worried that they were not always aware if students were really participating in classroom because most of them did not use cameras. Likewise, Mishra et al. (2020) ascertained that during online classes some teachers were in dilemma because they were not certain about the participation of students. They were not sure if the learners had switched on their computers for namesake or they were actively present in the class.

In addition to above mentioned negative and most challenging aspects of the remote teaching most of the teachers found it as a convenient way of delivering course material. Online classes can be conducted in more comfortable way from their homes, moreover for most of the teachers who have to travel from far areas the remote teaching was time saving. This very experience of online teaching proved to be innovative as most of the teacher's technical skills improved and they become more familiar with the digital technology. Nambiar (2020) while analyzing the responses of the teachers in her research stated that most of the teachers considered that online teaching is time saving because one can teach from the home comfortably and this save the time which was consumed for travel and further teachers do not need to hurry to reach college.

In addition to the findings of Nambiar a few other researchers also conducted researches which support these findings. Some other teachers who participated in research studies shared somewhat similar views and shared that there were several good aspects of online teaching which they experienced. Purwanto et al. (2020) stated that one of the advantages of Work from Home (WFH) during the COVID-19 pandemic is that an individual does not have to spend money on transportation and gas costs and educators can save their time which was consumed for travel. The teachers who always stuck in traffic while going to the school can take most of the advantage of work at home. According to Onyema et al. (2020) during online education

teachers can reach and communicate with learners on the go from any area and teachers can fix the time for lecture whenever it is convenient for them.

Due to the fear of the spread of the COVID-19 most of the people preferred staying at home. Almost every individual in country affected with COVID-19 was afraid of the virus and was trying to avoid public areas and keep away from the sources which have the risk of spreading corona virus. According to Schimmenti et al. (2020) fear is a basic emotion which is activated in response to observed threat. COVID-19 emerged as the threat, fearing of which most of the people preferred to keep themselves isolated from the society. The teachers also found themselves more secured at home as they were avoiding the crowded public areas such as bus stop, classrooms and so on during the remote teaching. According to the results of Talidong and Toquero (2020) research that was conducted in Philippine about teachers practices during Covid-19 states that most of the Filipino teachers were not confident to visit the crowded places due to the nervousness and psychological trauma that was caused by covid-19 and majority of the teachers were not feeling secured about using public transport.

Previous studies reveal that teacher have been observed adopting various preventive measures owing to the spread of COVID-19. Teachers were aware of the pandemic thus they got highly conscious about their health. In addition to staying at home and keeping social distancing the teachers adopted different measures. For instance, washing hands frequently, using hand sanitizer, and disinfecting the workplace on daily basis, measuring body temperature daily and so on. Tang et al, (2020) observed that a variety of preventive measures was taken by educators teaching at different levels of education. According to the Talidong and Toquero (2020) in their research study in the Philippine it was observed that 89% teachers regularly check themselves for early signs of COVID-19, 73.9% of the Filipino educators were not willing to talk to some colleagues without mask, and 89% favored to take disinfectant alcohol with them while going outside. These were used as the preventive by the Filipino Teachers to combat COVID-19.

Online teaching was a pleasant experience for some teachers because in most cases the teachers redesigned their concerned courses according to their own choices. The e-learning brought a choice for the teachers to redesign or modify courses as well as schedule classes whenever they considered the time is appropriate for conducting classes. Nambiar (2020) stated that while responding on the question about the positive aspects of most of the teachers reported that online

teaching was flexible and appropriate which can be accessed efficiently. Teachers can schedule the online classes according to their own convenience and can make the process of assessment and grading easier. Somehow, the findings of the research study of Johnson, et al. (2020) showed that 93% of the respondents (faculty) made not less than one change to their teaching practices. Approximately one-third of the faculty stated that they made changes in the assignments or exams they have assigned students to do.

Some of the teachers mentioned that online teaching was a good experience for them. They were of the view that online teaching brought positive effects for them. They considered most aspects of online teaching beneficial. In different research studies most of the respondents mentioned online teaching as a convenient and comfortable. This mode of teaching brought many comforts for teachers. They were able to save their time which was wasted sometimes due to traffic or may be due to some other reasons. Moreover, teachers were certain that the lectures which were provided in recorded form would be highly beneficial for students as they would be able to listen them again and again. Nambiar (2020) stated that in in her research majority of the respondents mentioned that there were several good aspects of online teaching for instance it was time saving, can be conducted from home which save time to travel, syllabus was accomplished faster, and so on. Another benefit was that students can watch the recorded lecture again and again until the concept was clear. According to Yang (2020) the teachers who were part of his survey were mostly positive regarding the effects of remote teaching except a few concerns.

Moreover, it seemed as during the closure of educational institutions most particularly during quarantine teachers would feel bore. It would be a hard time for teachers to stay away from the routine of attending physical classes while interacting with students and colleagues. However, the existing literature regarding the experiences of teachers during COVID-19 pandemic indicates a positive attitude of majority of teachers during quarantine. Teachers did not consider time they spent at home. During quarantine staying home was not boring experience for most of the teachers. According to the findings of Talidong and Toquero (2020) 56% of the Filipino teachers did not feel bore staying at home during quarantine whereas, only 44% of teachers felt bore staying at home.

Teachers had had a number of good experiences during COVID-19 pandemic. During closure of school teachers noticed involvement of parents in their children's education. Teachers considered

it beneficial as it will help improve students' academic performance. Before closure of educational institutions most of the parents were not paying considerable time to studies of their children. However, after the shift to remote teaching parents showed involvement in the educational activities of their children. According to Kim and Asbury (2020) teachers shared that some parents were remarkably supporting their children in their studies which helped children to stay focused and relaxed. Greater parent-teachers relationship and a sense that teachers and parents are members of same team may be beneficial when students will return to schools after they are re-opened. Dayal and Tiko (2020) stated that teachers reported that parent and children both were responding very well to teachers during the initial days of remote teaching.

However results of research study by Rasmitadila and his co researchers found that this involvement of parents decreased soon. In initial times teachers noticed that parents were showing support and interest in educational activities of their children but soon the involvement of parents decreased. According to Rasmitadila et al. (2020) in the start of online teaching parents seemed to be enthusiastic that schools will use online teaching as alternative platform for education. After more than a month the support of parents lessened.

Although a positive attitude among teachers was determined by researchers concerning online teachings. Despite admitting good aspects of online teaching, teachers seemed as preferring physical classes over online classes. From aforementioned researches conducted by researchers in different countries across world a common attitude among the teachers can be identified such as switch to online teaching was less reliable for teaching-learning process. Different issues were shared by teachers which affected learning process. Nambiar (2020) stated that according to results of her study face-to-face learning was considered more positive than remote teaching because face-to-face learning promises physical presence of teacher and students, interaction among them, satisfaction and quality.

Higher workload was experienced by most of the teachers. For online teaching teachers have to make presentations and give more time to deliver learning material. Online classes consumes more time. Most of the teachers reported excessive workload during online teaching. Uploading the learning content and downloading the material such as assignments and quizzes uploaded by students was time consuming. According to Niemi and Kousa (2020) few teachers recognized

the workload of students whereas, some teachers reported that how their own work was increased during online teaching. Dempsey and Burke (2021) mentioned that most of the respondents reported that worked up to ten hour every day particularly during the first lock down. Interaction with students online often extended into evenings and into weekends. Downloading students' assignments, marking them and then uploading the evaluation took more time increasing workload on teachers. Almazova et al (2020) ascertained that teachers highlighted that they spent significant time during online teaching in preparation of educational content. Teachers shared that online teaching takes twice time as compare to the time taken for preparation educational content during traditional education.

It has been observed that the negative experiences of teachers during COVID-19 have negatively impacted learning of students. Teachers had to face different challenges due to online classes ultimately affecting the learning outcomes. There were many hurdles for teachers to achieve instructional objectives. Teacher had to struggle more as compare to the struggle they did during traditional face-to-face classes. Different negative and challenging experience teachers had had during online teaching highly impacted their performance. According to Rasmitadila et al. (2020) it can be inferred from the findings of research that teachers encountered negatively influenced students' learning. The very technical hindrances, students' participation, and online teaching experiences of both teachers and students adversely impacted achievements of online teaching objectives and high-quality learning.

Teachers were somewhat independent during online classes. They were no more dependent on schools for designing the course material, assessment procedure, and marking students' assignments and papers. Teachers got somewhat a sort of autonomy during online classes. They were independent to design instructional content and decide the procedures for online classes as per their comfort and convenience. Mishra et al. (2020) ascertained that teachers during online class teachers worked as independent course instructors and they used their freedom in imparting instructions, setting queries and finalizing marks.

COVID-19 affected the professional identity of teachers. Remote teaching highly affected teachers' professional activities consequently affecting their identity as teachers. It disrupted the relationship and interaction between teachers and students. Teachers were missing teaching in classroom as it gives them a strong sense of being teacher. But in online teaching teachers

neither experienced such strong interaction with their students nor were they able to teach in physical classes. According to Kim and Asbury (2020) while explaining their personal experiences teachers shared that their professional identity was affected. They associated teachers, identity with teaching in physical class and interacting with students. Some teachers hared that they considered that their job was becoming an admin job but in physical classes they never experienced such feelings.

As a result of COVID-19 both public and private sector educational institutions were closed. Teachers from both sectors have to experience different issues as a result of shift to remote teaching. However research studies reveal that private school teachers have to suffer more, due to increased workload, than those teachers who teach in public institutions. According to Allen et al (2020) the COVID-19 pandemic was unprecedented and it has had foremost influence upon life of every individual. The professional life of teachers was likely to have influenced due to closure of schools during pandemic and reopening after lockdown. However, for private school head teachers and other teachers work-related anxiety increased as compare to those head teachers and other teachers who taught in the state schools.

The difficulties for teachers in low cost private school were greater as compare to teachers in public school or those who teach in elite class private schools. Teachers were unable to engage all students in academic activities during remote teaching. According to Kraft and Simon (2020) teachers from high-poverty school mentioned that only 50% of students engaged in remote teaching. Likewise, some other issues of private school teacher have been highlighted by researchers which specifically indicate the financial issues. Likewise, Alam and Tiwari Priyamvada (2021) determined that in their survey of low cost private schools in some of underdeveloped countries 91% of schools mentioned that they were unable to pay their teachers any salary during 2020. Even before the pandemic private school teachers were paid less salary as compare to the public school teachers and in addition they lacked other work-related benefits and job security which make them more vulnerable.

Research studies highlight that private school teachers have been adversely affected particularly teachers in the low cost private schools by COVID-19 pandemic. Closure of schools brought economic challenges for teachers serving in private schools. It has been observed that most of the private schools those schools specifically which are low-cost and solely depend on the fee of

students, were unable to give salaries to teachers for many months. According to Alam and Tiwari (2021) COVID-19 has adversely affected the financial status and well-being of teachers in private school specifically those in low cost private schools.

COVID-19 essentially affected the lives of the private school teachers. For instance, the closure of the educational institution led them to suffer from the financial crises, stressful situation, and lack of guidance and even job loss. Most of the teachers serving during remote teaching shared that they were suffering from uncertain situation. They feared of losing their jobs. Job insecurity has been mentioned by most of the respondents who were associated with the profession of teaching. According to Onyema et al. (2020) due to the closure of educational institutions the job associated with education were also affected, several school staff risks pay cut and even it led to the disengagement of the teachers from their work. Dayal and Tiko (2020) stated that their findings revealed that educators were experiencing strong emotions such the fear of losing job, fear of getting sick and other worries about work related responsibilities.

Likewise, a sense of uncertainty can also be observed among teachers during this crisis caused by corona virus. Teachers suffered from uncertainty. They were not sure how they were going to take classes. Teachers suffered due to closure of schools because they lack a proper plan which would give them confidence. Almazova et al. (2020) stated that the higher education in Russia and all over the world there is a condition of great level of uncertainty. According to Wang et al (2020) as cited in Bergdahl and Nouri (2020) as a result of school closure due to COVID-19 pandemic uncertainties and disagreements aroused about how to teach and what to teach. Thus, it can be inferred there was an uncertainty among teachers during the closure of the educational institutions.

The existing literature about the experiences of the teachers during COVID-19 pandemic determines that teachers showed mixed attitude that is some were willing to teach online and for some of the teachers this practice of online teaching was extremely unpleasant. Teachers with facilities available for online teaching and also having previous experience of remote teaching were willing to teach online. The readiness of the teachers highly affected online classes. However, the teachers who lack online teaching experience and who did not have availability and accessibility of the technology were facing many issues in delivering the course material. For such teachers teaching during the closure of educational institutions proved to be a very big

challenge. Almost majority of the schools in the developing countries most commonly schools in the rural areas either public or private conducting online classes was not possible. It resulted in enhancing the challenges of teachers related to approaching all the students and delivering the course material.

Teachers in the under-developed and developing countries equally faced multiple issues during the closure of the schools. However, these issues vary to great extent. But there were common issues as well. Most common issues include lack of proper infrastructure, students' motivation, lack of facilities such as laptop, computer and so on. Most of the teachers indicated that there is a need of proper training which is helpful for conducting remote teaching. The responses of the teachers indicate that in current onset of COVID-19 they realized that teachers need proper training as well as facilities for conducting online classes. But according to the responses of teachers in various research studies they were not given any kind of training because the shift from traditional to online teaching was so sudden that not a single institution got chance to train teachers for online teaching. However literature review indicated that teachers used online platform and got support from each other concerning remote teaching.

The practice of remote teaching proved to be a new experience for most of teachers because the worldwide pandemic was so sudden, and no one was expecting such a long-term closure of educational institutions. Based on different experiences teachers have shared different perception about COVID-19 and remote teaching as well. Somehow, the review of literature reveals that there are some of the experiences and perceptions that were commonly shared by the teachers. For instance most of the teachers in various research studies indicated that COVID-19 brought different challenges. It affected the mental and physical well-being of students. Most of the teachers shared that they suffered from mental stress and anxiety due to shift to online. Teachers were facing difficulties in delivering the learning material to students. those teachers who were teaching using technology were suffering due to disruption of internet connection and uncertain situation that either students are getting the lesson or not And those teachers who belong to the areas which comprised of disadvantaged students were suffering because they were not able to deliver the learning material in an effective way. Likewise, teachers shared that they were afraid of visiting public places and they were feeling safe at home however they were anxious about the learning loss as well as the well-being of heir vulnerable students.

Overall, the experience of remote teaching proved to be most challenging for the teachers globally. The closure of school induced by COVID-19 was unforeseen and has many implications for teachers either they are in public sector or private sector, or they are teaching in developing country or developed country. However, teachers are doing their best to minimize the negative impacts of closure of educational institutions to ensure proper online teaching and learning. Teachers are encountering the challenges they are confronting in a meaningful way. And they are playing their role to alleviate the likely negative repercussion that the closure of educational institutions would produce.

Chapter No. 3

THEORETICAL FRAMEWORK

The review of the existing literature on the experiences of the teachers during COVID-19 reveals that the researchers have applied various social theories to study how teachers experienced their professional life during closure of schools. For instance, the Narrative Identity theory has being applied by some researchers in their research study concerning the experiences of teachers during COVID-19 and some others used the interpretivist paradigm. Some researchers applied functionalist theory and others used conflict theory to develop their stances from the point of view of these theories on the issue of school closure and its impacts on teachers as well as on whole education system.

Other researchers have employed the conflict theory to identify how teachers from different institutions such as public schools, private schools, low-cost private schools, were affected and how COVID-19 pandemic led to class disparities. In addition to these aforementioned theories some researchers also employed Richard Lazarus transactional theory of stress and coping to determine how shift to online teaching proved to be stressful for teachers and what were the coping strategies that were adopted by teachers.

However, this very research study is rooted in the theoretical framework of the interpretivist paradigm and functionalist paradigm.

3.1 Interpretivist Paradigm

According to Hilary Collins, (2018) Interpretivism is linked with the philosophy of idealism and is used to consolidate diverse paradigms including social constructivism, phenomenology, and hermeneutics that do not accept the objective view that meaning of any social phenomenon exist within the world independently of consciousness.

The interpretivist paradigm assumes that the reality is multi-layered that is there is no single reality in the world. Any social phenomenon can have multiple interpretations. While studying any phenomenon using this approach the researchers use different research techniques that help to identify how the individuals interact with their social environment and how they interpret their surrounding that is the social world. Philip Lewis and Mark Saunders states that, "according to interpretivist approach it is essential for the social researcher to appreciate and recognize differences between people.

While recognizing the differences of the people the researcher identifies how different interpretations of a same phenomenon are build. He attempts to identify their interpretations without being biased. This uncovers various interpretations found among the people either living in same area or different one. Interpretivist paradigm pays attention towards the meaning people make on the basis of their personal experiences, knowledge and values. The theory pay values to what people say, do and how they feel in any situation. By determining the complexity, depth and richness of social phenomenon the researcher begins to build a sense of understanding of the meaning which people develop about any specific social phenomenon. Through identifying how meaning are given to anything or situation one can get insight into the meaning imparted that will assist to improve the understanding of the whole scenario.

In this particular case of the study of the experiences of the teachers during COVID-19 pandemic, Interpretivist paradigm helps to identify how differently teachers perceived closure of educational institutions and shift from the traditional to remote teaching. As mentioned earlier, according to the interpretivist paradigm reality is multi-layered thus any phenomenon can have multiple interpretations. It is the individual who views and interprets the social reality based on his/her own ideology or experience. In this research study this paradigm will be helpful in identifying the realities about COVID-19 that are constructed by the individuals based on their personal experiences, values, and believes.

3.2 Functionalist paradigm

Functionalism is a macro-level theory. It aims at explaining large-scale processes and social systems. The theory explains how the institutions of the society work together and develop social solidarity and equilibrium in the society. The theory essentially shows its interest in the structures of the society and it determines how these social structures impact the individual. It is not interested in explaining the individual behavior; rather it talks about the social elements that help to maintain the status-quo which ultimately keep social balance between and among all the institutions of the society.

Functionalist paradigm assumes that society is more than the sum of its parts; each of its part work for the stability of whole society. These parts of the society are interrelated and are designed in such a way that they meet biological and social needs of the individuals. The theory also argues that all the social phenomena perform positive function. These social and cultural

phenomena are indispensible for stability of the society. Moreover the social structure according to functionalism is responsible for all the stability and instability. It is the social structure that continuously attempts to maintain equilibrium among all the mechanisms of the society.

Emile Durkheim posited that society is like an organism and each part of society is referred as its organs; thus, each part or component of the society plays important role but these parts cannot function alone. If any one of the part fails to perform its function other parts must play their role to fill the void. Here different parts or components are essentially the social institutions. Each institution is designed in such a way that it fills various needs of society. and all the institution plays its role to ensure that society's stability is maintained.

Both paradigms that are the functionalist paradigm and the interpretivist paradigm give a researcher broad perspectives that assist to understand different aspects and phenomena of social life. In this particular case that is the research study related to determining the experiences of private school teachers during COVID-19 pandemic the functionalism would help to identify how social institutions maintained equilibrium when an outbreak of deadly disease spread in the society. Functionalist paradigm helps determine how components of society responded to pandemic? The pandemic somehow brought instability in the society. It affected the social institutions. The pandemic influenced norms and values up to some extent. The pandemic impacted macro and micro structures of society. Further it impacted the social institutions including education, politics, economy, health and religion. With the help of functionalist paradigm it can be determined that how all these institutions responded and attempted to maintain stability in the society.

Functionalism views education as the main institution in the society. If this institution works properly than it would be highly beneficial for rest of the institutions. As a result of the pandemic educational institutions were totally closed and remained closed for many months in most of countries across the world. With the help of functionalist perspective this change in educational institution will be analyzed. The pandemic caused instability in the whole society and affected the role of schools and other educational institutions. How school responded to this change and how role of the institution of education was fulfilled? How functionalists see the role of teachers in this situation? How teachers countered this challenge? With the help of this paradigm the

study aims to answer these questions. Further, with the lens of functionalist paradigm the current scenario of closure of schools and teachers response towards the closure will be analyzed.

Thus, this research study is rooted in the framework of functionalist paradigm and interpretivist paradigm. To identify how teachers see COVID-19 pandemic and its impacts on their profession interpretivist paradigm is applicable whereas, to determine how social institution that is the institution of education maintained stability in the society when the deadly pandemic brought several challenges along with itself causing the educational institutions to be closed. Moreover, the interpretivist paradigm helps identify how teachers see COVID-19 pandemic and how they interpret the impacts of COVID-19 on their professional as well as personal lives. With the lens of Interpretivism the research study will explore how differently teachers see COVID-19 and its impacts.

Chapter **No.4**

RESEARCH METHODOLOGY

This chapter aimed at explaining the tools and techniques that are adopted to carry on the research. The qualitative method is used in this research study. The reason for using qualitative method is to get more in-depth knowledge regarding the experiences of the private school teachers in Gilgit Baltistan. Covid-19 just like other institutions of the society affected education. Both the teachers and students suffered due to covid-19 and indeed the private sector has suffered more than government sector most specifically in case of the educational institution. The qualitative research study is more helpful in extracting the knowledge about the experiences of the private school teachers during the online teaching. Thus I used the qualitative research study to get in-depth information about the experiences of the private school teachers.

4.1 Research Design

Based on the nature of the study and the data I required for this study I opted the qualitative approach. Without an in-depth insight it was hard enough to get the required information thus it was decided to use the qualitative approach. Qualitative approach will assist to explore the topic deeply.

4.2 Locale of the study

The study was conducted in Danyore which is in the suburb of Gilgit city. The large number of schools that are being run in Danyore and the number of the private schools increasing each year drew my attention toward themselves to conduct research on the experiences of the private school working there. Although the Covid-19 proved to be challenging for people associated with education all over the world but in the areas like Danyore where there are no facilities for conducting online classes using technology, it can be said continuing the academic year was very difficult and more challenging. To conduct research in such an area was a source of getting important information and data and extracting the significant knowledge about the experiences and challenges of the teachers teaching in the private schools of Danyore.

4.3 Sampling and sample size

This study employed purposive sampling technique. Since in a research study sampling and the sample size play a key role as the size of the sample has a considerable impact on the results if the study, thus it is necessary to select the sample size cautiously. As this study considers the experiences of the private school teachers during Covid-19, thus it included those teachers, both female and male who were serving during the challenging period of the remote teaching.

The sample size consisted of 13 respondents. Among these 13 teachers 7 were male and 6 were female. All the teachers were teaching at various private educational institutions who shared different experiences based on different economic conditions and strategies adopted by the schools to run the schools during Covid-19.

4.4 Tool of the Data Collection

For collection of the data, I used interview guide. The interview guide comprised of questions that were related to my research topic and objective. There were 6 questions in the interview guide. All the questions were designed in such a way that it was possible to get relevant information in detail. In order to let the respondents, provide detailed information about their experiences during covid-19 all the questions were kept open-ended. All the questions were purported to lead towards the main objective of the study when answered by the respondents**.**

4.5 Method of data collection

As the topic demands an in-depth exploration of the teachers' experiences during the remote teaching because of COVID-19 thus the qualitative tools and method were used. For the collection of data, the researcher selected 13 respondents who were teaching at different private schools.

I have conducted 13 faces to face in-depth interviews using interview guide. The questions proved to be helpful in getting relevant information. I listen to each respondent carefully and observed their impressions such as body language, facial expressions, etc. thoroughly. In addition to writing down responses in bullet points on the interview guide I also recorded them with the help of cell phone so that I may not miss any important information provided by the respondents.

4.6 Analysis of the Data

Data analysis is the most important step in the research which needs to be done with extreme caution. For analysis of the data the recorded interviews were transcribed. The transcripts were reviewed, and data was coded. Relevant codes were combined to generate themes. Relevant data under each theme was presented and discussed (see chapter four).

4.7 Ethical Considerations

The ethical consideration refers to the social and moral principles that specify the appropriate and inappropriate behavior in the conduct of research. In this research study I followed all the ethical and moral principles of the research study. For instance, the interviews were recorded with the consent of the respondents and confidentially of all respondents have been maintained.

Chapter No. 5

RESULTS

This chapter presents the field data. The findings are presented in line with qualitative data presentation. The findings are interpreted and discussed in detail. Six themes have been extracted from the collected data. These are

- COVID-19 adversely affected schoolteachers teaching
- The good and bad of online teaching: schoolteachers' perspective
- School strategies of coping with the remote teaching
- Support during remote teaching
- Job uncertainty among schoolteachers during remote teaching
- COVID-19: a blessing or curse

5.1 COVID-19 Lockdown Adversely Affected School Teachers Teaching

Majority of the respondents revealed that COVID-19 has adversely affected their teaching. Closure of schools and the shift from physical classes to online classes was a new and challenging experience. This shift was challenging for teachers of all level but was very challenging for schoolteachers in general and teachers. Most of teachers stated that the closure of schools affected their teaching skills. The respondents said that teaching is two-way learning process. Thus, due to closure of school learning of both teacher and students was adversely affected. One of the respondents said,

> "COVID-19 has negatively affected teaching skills. It affected communication skills. I was unable to deliver whatever school was expecting me to deliver. As a teacher I suffered a lot. Teaching-learning is a process in which both teacher and student learn. I think learning of both teacher and student affected. We can say there was no progress while learning online."

Other respondents shared almost similar views. Another respondent asserted,

> "COVID-19 has negatively affected my teaching abilities. Without face to face interaction with students I think my enthusiasm for teaching was badly affected. I suffered from management issues. During the closure of the physical classes I was unable to contact with students for 4-5 months when we were assigning them assignments only."

Other respondents also shared their views in this regard and argued,

"COVID-19 badly affected my teaching skills. I missed teaching physically during the remote teaching. I started a YouTube channel and delivered lectures. "

"COVID-19 brought bad affects for the profession of teaching. It affected my professional life. Without physical classes my teaching was negatively affected."

"There was no positive effect on my teaching. Online teaching weakened my teaching abilities. Teaching is a two-way learning process. I think there was learning loss during COVID-19."

"My teaching abilities were negatively affected due to COVID-19. I gave home tuitions to students after a few months of COVID-19 to keep myself engaged with teaching after realizing that without interaction with students I have started losing interest in teaching."

"COVID-19 negatively affected my teaching skills. I was less motivated for the online teaching. Due to lack of facilities school was unable to conduct online classes. We just relayed on assigning home tasks. Without proper lecture and proper class, I think teaching is not enjoyable."

These responses unpack that COVID-19 adversely affected school teacher. They were stressed, overburdened, and lacked resources.

Somehow few of the respondents shared that COVID-19 was an opportunity for the teachers to improve their teaching skills. Teachers got enough time to learn more about their profession. The respondents who believed that COVID-19 was an opportunity for them expressed their views by declaring COVID-19 as an opportunity. One of the respondents argued:

"I think COVID-19 is an opportunity for teachers to learn new teaching techniques because before COVID-19 teachers have been teaching using traditional method only that is lecture method. I read many books during closure of physical classes. I noticed many positive effects in my teaching skills during remote teaching."

Another respondent argued that:

"…it was an opportunity to learn new methods of teaching field of and I became familiar with the use of technology in teaching. However, due to lack of facilities I was unable to use it practically."

Another respondent who also considered COVID-19 as opportunity shared his views as:

"It is good opportunity for teachers. I tried to learn new strategies and methods related to the profession of teaching. I read many books both related to my field and other ones. I learnt that how can we use technology and other social application in the profession of teaching."

Likewise sharing the views about the pandemic and school closure another respondent mentioned that

"The closure of schools due to COVID-19 was an opportunity for teachers worldwide. It enabled them to learn various teaching methods and to get familiar with the changing demands of education. It is also an opportunity to know the trends in education which emerged across the world as result to shift from traditional to remote teaching."

In response to the very question of effects of COVID-19 pandemic on their teaching majority of teachers were of the view that their profession was adversely affected. Most of the respondents found school closure as a bad aspect of COVID-19 pandemic. On contrary a few considered that it was an opportunity and a good time for teachers to improve their teaching skills.

5.2 The Good and Bad of Online Teaching: School Teachers' Perspective

Private school teachers were having different perspectives about good and bad aspects of online teaching. Some of the respondent said that online teaching was good because at the time of pandemic physical classes might have affected teachers and students. One of the respondents asserted:" due to closure of schools both students and teachers were safe from corona virus".

Like this perspective another respondent shared his view who said: "due to remote teaching people were more likely to be protected from corona virus."

Another respondent also shared that: "due to the closure of educational institution people were protected from corona."

Some of the respondents mentioned that due to the sudden shift to remote teaching teachers tried to learn new teaching strategies. The schools I visited, I found that online classes were not conducted thus it was necessary to adopt techniques other than lecture method to deliver learning material. One of the study respondents told that: "good aspect of COVID-19 is that teachers learnt new teaching techniques."

Almost similar views were expressed by other respondents who said:" I think COVID-19 was a start of new journey in which teachers learnt new teaching techniques."

Some of other respondent mentioned that, "we became familiar with the distant education and learnt new methods that would help in remote teaching. Most people learnt to use technology in the education."

Some of the teacher said that they noticed that during school closure students were becoming self-reliant. Because in physical classes students mostly depend on their teachers and ask every simple question and do not bother to search or find answers to their queries by reading books. One of the respondents asserted, "Good aspects of COVID-19 I noticed are that teachers became familiar with the new teaching strategies. Students became self-reliant, and creative."

Likewise one of the respondent also shared similar views and said, "Students became self-reliant. They tried to learn without being dependent on their teachers."

Another respondent stated,

> "In the absence of teachers students understand how to learn independently. They were no more depending on their teachers for every single question. Rather they were trying to solve their problem without depending on others."

One of the other good aspects of remote teaching shared by teachers was that students and teachers participated in household activities and affairs. In their routine life mostly teachers and students remained engaged in school and at home they remained engaged in the academic activities. But after the closure of school most of the students and teachers had enough time. Thus most of them participated in kitchen chores. Some teachers said that they worked on the farms as well. For instance one of the respondents asserted,

"It was good aspect that I was able to spend enough time with my family. I helped my family in household chores and even I visited farms and remain engaged in farming which was a pleasant experience."

A respondent expressed his views on good aspects of online teaching and said,

"I participated in the domestic activities for the very first time. On one side I was engaged with remote teaching and on the other side I was learning how to perform domestic chores. It was I would say something new for me. I always remained engage in school and college. I go to school early in morning and return home in the evening. Thus before the closure of educational institutions I was totally engaged with educational activities."

Another respondent said, "It was a good aspect of remote teaching that teachers can both teach and participate in their household activities and as well affairs."

A few of the respondents mentioned use of technology for education as good aspect of online teaching. Although essentially not even a single school used the modern technology to run classes online but in the global perspective of online teaching they favored use of technology and considered it as a good aspect. A respondent said, "We became familiar with the distant education. Most people learnt to use technology in the education."

Same views were shared by another teacher who said,

"Although in rural areas like Danyore it cannot be considered as a good aspect but for urban areas and countries well-equipped with modern technology, I think use of technology is very good step. Using technology is convenient and I think it is the need of the time to use new strategies and techniques for teaching and learning process other than traditional ones. In fact use of technology helped to continue educational activities protecting teachers and students from the deadly pandemic."

According to a few of the respondents they noticed that parents are giving considerable time to the studies of their children. Before COVID-19 parents were too much engaged with their professional lives and they did not pay attention to their children concerning the studies. After lockdown schools were closed and parents played a remarkable role. They helped their children

in absence of teachers. According to one of the respondent, "I noticed that most of the parents were paying attention to their children. Parents were assisting children to accomplish home tasks."

Another respondent mentioned similar perspective and asserted,

> "It was among the good aspects of remote teaching that parents became conscious about the studies of their children. Most parents contacted the schools regularly. Before the pandemic we used to compel parents to visit schools and attend parent teacher meetings but the participation of parents often remains disappointing. However after COVID-19 I noticed involvement of parents in their children's academic activities which I would definitely mention as best aspect of online teaching."

Some of the respondents mentioned that they noticed that students are showing their interest in co-curricular activities and are their creative skills have improved during lock down. For instance one of the respondents argued, "Most of the students submitted different projects and models. Their creativity was highly appreciable."

Another respondent in the same regard asserted' "Students were although showing laziness in curricular activities may be due to lack of guidance but it was observable that students were participating in sports and games. They were engaging themselves in physical activities."

Similarly another respondent also shared his views and said,

> "Many students have made models and different projects. A few of the students who were struggling learners shared amazing projects and presentation which was unexpected and highly admirable. It was due to COVID-19 induced school closure that helped to reveal the hidden talent of the struggling learners. Schools must focus on these abilities of struggling learners and must try to polish them."

Contrary to the above-mentioned responses, some respondents argued that they consider learning loss as a bad aspect of online teaching. During online classes students could not learn and understand the lessons which caused a great loss of knowledge and skills which were expected from the students in their respective classes. Learning loss has been mentioned by a respondent in response to the bad aspect of online teaching in these words: "there was a learning loss due to

closure of educational institutions. Teachers were not able to complete the syllabus or give more knowledge of their course books."

Another teacher said that "Learning loss is the worst aspect of remote teaching. Students were promoted to the next level without examinations. "

Similarly, another respondent also mentioned learning loss as bad aspect of online teaching, who said that: "I think this is the most harmful period for teachers and students because it resulted in learning loss."

While responding to query of bad aspect of online teaching a teacher showed his concerns about learning loss in these words,

> "I consider learning loss as the worst aspect of online teaching. I see learning loss as an alarming result of online teaching for private and public schools; for rural and urban educational institutions and for the developed and developing countries without any exception. I think teachers are going to suffer a lot as a result of this learning loss. This problem would take more time and more energy from the teachers to get fixed."

One of the respondents also shared similar view. She said, "Online teaching resulted in learning loss which is a very big challenge for teachers."

A large ratio of teachers mentioned learning loss as bad aspect of online teaching. Thus, it can be determined from these responses that almost all the teachers agree with the notion that online teaching resulted in learning loss.

While responding on the bad aspect of online teaching some other respondents although few in number, said that it affected the whole education system. Due to COVID-19 the areas specifically those that lack facilities and requirements for online teaching, the education was the most affected area. Here I am citing a quote of a respondent who expressed his views in these words, *"Lack of facilities during COVID-19 affected the education. Both teachers and students suffered during COVID-19 due to lack of the required facilities."

Another respondent shared significant information about this situation in these words,

"Online teaching demands more facilities such as internet, computer and so on, the areas which lack these facilities suffered in the field of education. In such areas for instance Danyore the syllabus was reduced due to which students cannot get more knowledge of their textbooks."

Online teaching brought numerous challenges. Most of teachers seem to be considering the challenges as bad aspect of online teaching. For instance one of the respondents said that teachers and students suffered from uncertainty during online teaching. He said,

"There was uncertainty among teachers and students during online teaching. We and our students were not certain about anything. Students were not certain that they would be able to cover their syllabus and understand the learning material like they did in physical classes. Teachers were in doubt whether they would accomplish their tasks or not. This uncertainty negatively affected the performance of both teacher and student."

One of the respondents said, "There were fear, mental disturbance and uncertainty which affected the performance of teachers and students."

A common bad aspect of online which most of respondents mentioned was that students became lazy. They were giving less time to their studies. During physical classes they spend an average of six to seven hours at school and at home they utilize time in accomplishing assignments and preparing for evaluations. But according to teachers students gave less time to their studies which was worrying. One of the teachers said,

"During online teaching students spend most of the time in activities other than reading and writing. They were not giving considerable time to their studies. Their assignments were not satisfying. It seemed as most of my students have become lazy."

Another respondent in the same regard asserted, "During online teaching I noticed laziness in students."

One of the teacher also stated laziness of students as one of the bad aspects of online teaching who said,

"I think in addition to learning loss, laziness among students is also a worst result of online teaching. The students are not giving time to their studies. They are getting engaged in different activities. Playing, travelling and hanging out with friends is becoming common among adults were as, children are spending more time in watching television and so on. They are becoming lazy. It would greatly influence their academic performance."

Lack of motivation was mentioned by some of the respondents as a bad aspect of online teaching. Respondents believed that after the shift to online teaching they noticed that both teachers and students were showing less motivation towards the new mode of teaching. According to a few of respondents remote teaching resulted in reducing motivation towards teaching-learning process. One of respondents argued, "During the very first month of school closure there was no academic activity. It seemed as both teachers and students would take time to get motivated."

Another respondent shared his views and asserted, "Lack of motivation was observable among students and teachers during remote teaching." similarly one of respondents also mentioned similar idea and argued, "Students were not motivated for online learning. Lack of motivation made online teaching less effective."

Another respondent stated,

"Due to lack of resources for online teaching students were less motivated. Most of them lacked resources to get engaged with learning during remote teaching. There was Lack of interaction among teachers and students which also caused students to be demotivated. It was the most unpleasant aspect of online teaching."

One of the respondents shared that lack of resources caused teachers to get demotivated. The respondent argued,

"Teachers did not have resources for remote teaching. Schools did not facilitate them. They were passionate to teach students as much as possible during very first months but soon this passion was lessened as they were not having enough resources to teach and

deliver the instructional content effectively. Schools were failed to motivate teachers for online teaching while facilitating them with essential resources."

5.3 School strategies of coping with remote teaching

COVID-19 pandemic forced the educational institution to develop capacities and continue teaching and learning. Almost all the respondents argued that assigning home tasks to the students was mainly adopted as strategy to cope with remote teaching. One of the respondents asserted that:

"After the closure of the schools we redesigned the syllabus and year planner. Students were assigned different kind of assignments and projects. Marks were determined for each project and assignment."

Another respondent also shared similar view and said that:

"The syllabus was divided into three different parts and assignments were made in such a way that covers whole syllabus. Assignment were checked and based on the marks obtained by students they were either promoted or not to next grades."

One of the respondents also argued that:

"Conducting online classes was not possible thus school administration and all the teachers agreed to assign marked assignments to students. We gave 8 to 10 assignments to different classes. I visited most of my student's homes to help them in completing assignments."

Another respondent responded in this regard and said, "Students of all grades were given assignments. They were assigned 8 to 10 assignment. Teachers assign a new assignment after 15 and checked the previous assignments." One of the respondents also mentioned that assigning home tasks was adopted as major strategy to cope with the requirement of online teaching. The respondent argued, "Students were assigned home tasks and they were promoted on the basis of marks they obtained in they obtained in assignments."

One of the teachers also asserted, "The teachers tried to reach all the students and deliver the assignment. Teachers reduced the syllabus and made assignments."

Similarly one of the respondents who was running more than four campuses stated,

> "The financial issues did not allow us to arrange online classes. To cope with the requirements of online teaching the only option we had was to assign home tasks and evaluate students on the basis of their performance in their assignments. Initially we arranged a meeting of teachers from all our campuses following the preventive measures. Then we redesigned the syllabus because it was not possible to cover the syllabus which we had had for the traditional classes. The teachers made assignments which were to be accomplished by students in specified time. Students were given assignments after every 15 days and previous ones were checked by teachers. It helped us to determine either students were engaged with their studies or not."

Another respondent asserted, "Teachers divided syllabus of the text books into three different parts and designed assignments in such a way that the syllabus would be complete at the end of the academic year."

In addition to assigning home tasks a few of the respondents shared that as a coping strategy their school gave different project works to their students according to their syllabus. A respondent said, "We asked the students to prepare projects. Science students of grade 7 for instance, were asked to make a model of any of the human system either lymphatic system or any other and also prepare a presentation."

Another respondent asserted, "We asked students to make models and projects related to their courses. The reason was to engage students with their students and to improve their creativity."

One of the respondents also stated,

> "Students usually take interest in activities other than reading and writing. So we decided to engage them in productive activities which were not related to practice of reading and writing. In fact for reading and other such practices students need teachers. To improve their creative skills and thinking abilities we gave them task of making different models and science projects. For instance we asked students to make a volcano model. It was good to see that most of students made volcano with different ideas."

Another respondent said,

"Along with the assignments students have to make models. They have to prepare projects. It was credited activity. So it was compulsory for students to make models and submit their projects with explanation of how they made the project and what the project was all about."

While talking about school strategies a few of the respondents said that some video and audio lectures were recorded for students during COVID -19. The respondents mentioned that these lectures were generally recorded for senior students. A respondent argued, "We recorded audio and video lectures for the senior students…."

The strategy of recording lecture was mentioned by another respondent who said that: "some of teachers recorded lectures for their students." one of the respondents mentioned similar perspectives and asserted, "Few of the teachers recorded lectures for their students either in video or audio form and shared it with students."

Another respondent mentioned that "for some of the senior classes some of the video and audio lectures were also recorded and were made available for the students easily."

Similar views were shared by another respondent who shared,

"Although it was not possible to prepare and share video lecture for junior students, however, for senior students who were going to appear in board examinations we recorded video lectures. Some other teachers also made audio lectures. Although it was not enough to make students learn physic and mathematics but it was somehow convenient and affordable for institutions."

5.4 Support during Remote Learning

Teachers required more help from schools after shift from physical to remote teaching. In their response about support of school most of the respondents stated that during closure of school there was no such support from the school that will help them to teach during remote teaching. Somehow the respondents mentioned that school administration conducted meetings to guide teachers in redesigning the syllabus, making assignments, and discussing the criteria for determining marks. A respondent shared his views and said that:

"I think support provided by the school was insufficient. Although it supported teachers in making and marking assignments and defining the standards on which students were to be promoted to next class, but this was not enough."

One of the teachers responded in these words, "I think the support from school was not enough. Although it arranged a few meeting but the meetings were arranged to just tell us how to make assignments."

Another teacher said,

"The support provided by school during remote teaching was not satisfactory. That time was very challenging for teachers they required more support from administration. It was expected that teachers would be provided more support and guidance from the schools. But against all the expectations of teachers, schools did not provided enough support. Teachers suffered a lot due to irresponsible behavior of schools."

However, I noticed that almost all the teachers shared that school has conducted some of the meeting and tried to remain connected with teachers during COVID-19 lockdown. The schools provided facilities that were required for making assignments and provided guidance to them. A respondent argued: "School conducted meeting during the closure. Teachers were continuously contacted and were given instructions by the school management."

One of the respondents while responding on support of school said:

"School provided support to teachers and guided us in making assignments and determined standards on which assignments were to be checked. Some meetings were conducted in school following the corona protocol."

Another respondent shared similar thoughts about school support and said that:

"Some of the meetings were arranged by school. The school provided support to teachers while guiding them constantly about their responsibilities during Covid-19. The school provided whatever material was required for making and checking assignments."

One of respondents asserted, "School arranged meetings following the preventive measures. School supported us and provided guidance as well as the required material such as stationary, computer, printer and so on, for making assignments."

Another respondent shared somewhat similar views, who stated,

"School administration seemed to be active but most of the teachers showed irresponsible behavior. The school guided teachers and helped in designing the assignments and also provided support to the teachers in determining marks of assignments. Schools provided required resources such as stationary, material for recording and sharing video lectures, and so on."

A few of the respondents shared that they were satisfied with school performance during online teaching. According to them school tried their level best to provided whatever support is required to facilitate teachers during online teaching. One of the respondents asserted, "Schools were doing their best during online teaching. They remained connected with the teachers specifically in the very initial stage when all educational institutions were totally closed."

Another respondent said,

"During online teaching the school seemed to be more active than usual. Teachers were called every week to school to take a feedback from them and to determine what the requirements of teachers are. The school provided whatever material was needed by teachers during remote teaching. It facilitated teachers as much as possible."

Likewise a respondent satisfied with support of school asserted,

"School provided support during online teaching. They arranged meeting and different sessions. They convinced and motivated teachers for this very new mode of teaching. Stationary, internet, computers and other necessary resources were provided by schools. Schools showed quite responsible behavior during online teaching. During online teaching schools have remained connected with teachers to ensure that all the teachers get guidance and help so, the teaching and learning process may not be affected."

On a very common point I found that all the teachers-who were agree with school performance and those who were considering school support insufficient-agreed on a common point that is school were failed to conduct training sessions. All the respondents mentioned that the desperately required training session to get familiar with online teaching the requirements of online teaching and strategies to impart educations into students in this very new mode of teaching. One of the respondents said,

"There was no training session for the teacher to help them and aware them about the remote teaching. Not even a single teacher knew how to deliver the lessons during school closure. The only thing school did was that it called us for a few meetings for assigning home tasks and checking the submitted assignments."

Another respondent responded in this regard and said,

"It was for the first time I think in our area that we switched to the remote teaching and there was a need to training teachers for remote teaching but school did nothing in this regard. There was not even a single training session for teachers about the remote teaching. I think I did more as a teacher on my behalf to help students."

Likewise one of the respondents sharing similar views asserted, we needed training sessions at the time of shift from online to traditional classes. But the school was failed to arrange a single training session." Another respondent also shared, "Almost all teachers were for the very first time teaching online. All the teachers required a training session to get aware of the requirements and criteria of remote teaching but unfortunately schools did not conduct any such session."

A respondent in this regard sated, "Training programs due to a sudden shift to online teaching was desperate need of the time but not even a single school bothered to arrange training session for its teachers to help them deliver their course in effective way."

Another respondent stated,

"Schools did not train us for this new mode of teaching and learning process due to which we suffered from different issues and we were unable to address the problem of our students in effective way. If we were trained for this kind of teaching I think we would have got a good feedback and result from our students. But unfortunately school did not

conduct even a single session neither it instructed us what are the principles to teach during remote teaching."

5.5 Job Uncertainty among School Teachers during Remote Teaching

During COVID-19, employees in private sector experienced job insecurity. The teachers teaching in private sector suffered due to fear of losing their job. Teachers mentioned that there was an uncertain situation specifically during COVID-19 lockdown and they were feared of losing their job. One of the respondents explained his feelings about fear of losing job in these words,

"There was an uncertain situation. I was feared of losing my job. I thought school would prefer teachers who are highly qualified and are have been serving for long time and dismiss the rest of the teachers; I was fresh graduate and I had joined the school hardly a year before Covid-19 pandemic. Due to COVID-19 I did not receive salary for five months. Due to Closure of school, I suffered from financial issues too."

On the same situation another respondent mentioned that, "I remained unpaid for more than five months. Yes, I was feared of losing job and I was also aware of delay in salary. Due to support of my other family members, I did not have to face financial issues."

Another respondent stated, "Most of us feared of losing jobs; since we teach in private schools and these privately owned schools have their own preferences and criteria which I think cannot be questioned."

Except a few ones almost most of the teachers were not certain about their jobs. There was a lack of interaction between teacher and school administration and among the teachers. The situation was unprecedented. Thus teachers suffered due to fear of losing jobs. One of the respondents stated, "I faced many difficulties in fulfilling the financial requirements due to delay in the salary. I was scared of losing job. I thought school would fire me as I was newly hired teacher."

Another respondent on uncertainty of job asserted,

"I was afraid of losing my job because the time was getting more complex with the passage of time and it seemed as school would not be able to afford the salary of all the

teachers and it would let few teachers to continue their job. My colleagues whom I interacted during lockdown were also suffering from fear of job loss."

One of the respondents also mentioned the fear of job loss and stated, "I suffered from both the financial crises as well as the fear of losing job. Due to the delay in the salary I was not able to pay the semester fee of B.Ed. (professional degree)."

One of the respondents, who was running a network of schools which has more than three campuses, stated that:

> "The administration called a meeting during remote teaching to discuss the possible solution of problems of online teaching. There were many factors which were compelling us to dismiss some of the teachers. For instance, financial issue was one of the biggest issue; we were unable to give salaries to all the teachers. Most of the teachers were showing irresponsible behavior."

There were a large number of respondents who were afraid of losing job. Most of them mentioned in their response that there were many financial issues. The fear of job lose led them to suffer from mental issues as well. A respondent said,

"The fear of job lose disturbed me more than anything else. There was no coordination among teachers and school administration particularly during the very first and second month of school closure. This lack of coordination increased fear of job loss."

One of the respondents asserted, "I was mentally disturbed and I was continuously overwhelmed with the fear of job lose. Another respondent stated, "Being teacher of private school I suffered from different issues. As a matter of fact fear of job loss was one such issue which I experienced…"

Another respondent said, "Due to uncertain situation during remote teaching my biggest fear I think firstly was of the likely financial issues and secondly the fear was concerning my job."

In addition to the responses, I received reveling fear of private school teachers regarding their job I met some of the respondents who were not afraid of losing their jobs rather they mentioned that

neither they received any threat from the school nor were they afraid of job loss. A respondent expressed her feelings and argued,

> "I did not experience threat or fear of losing job. The salaries were given to us very late and the salary that we received of the months of school closure (March to August 2020) was given with deduction."

Another respondent shared her feelings in these words,

> "I did not experience any threat of losing job. I was certain that school will never dismiss me because I tried to accomplish my responsibilities without if and buts. Somehow I suffered due to delay in the salary. I got my salary without any deduction. The school ensured us to provide financial support if we will need in spite I suffered from the financial issues but I was not thinking about job loss."

One of the respondents also shared that he was certain that he would not lose his job. He said' "I was not anxious about my job."

Another respondent asserted, "I was not afraid of job lose. I was in contact with school administration and my colleagues. I tried to perform my responsibilities. I accomplished all the tasks and also tried to approach my students who were struggling learners."

Further, a respondent sharing his perspective about job uncertainty said, "I never feared of job loss even during remote teaching. I was confident that I will be continuing my job with the school."

5.6 COVID-19: a Blessing or Curse

The respondents were having different views about COVID-19 based on their personal experiences. The responses helped determine how differently teachers perceived COVID-19 pandemic. Most of the respondents were of the view that due to COVID-19, they suffered from depression and life during COVID-19 became tough for them. Most of the respondents mentioned that they were feared of COVID-19. From the responses it can be concluded that most of private school teachers do not consider COVID-19 as a blessing. Rather they consider it as a curse as according to them it brought many challenges, stress, uncertainty, fear, and financial issues along with it. The literature review also highlights that teacher suffered from stress and

psychological issues after transition from physical to online classes worldwide. One of the respondents asserted:

> "My personal life was disturbed due to COVID-19. I suffered due to anxiety, uncertainty, and stress. I was mentally disturbed, so I preferred to spend more time with friends and family. I think the stress increased with passage of time most specifically due to financial crises. I participated in domestic chores for the very first time due to COVID -19."

Likewise, another respondent shared similar views about COVID-19 and asserted, "I suffered from uncertainty. I was mentally disturbed. The situation of COVID-19 patients disturbed me mentally…." One of the respondents also shared, "My mental health was not good during COVID-19. I suffered from mental trauma. The financial issues I encountered due to delay in salary increased strain. I was unable to meet the needs of my family. It disturbed me day and night thus me mental health was not good specifically during the lockdown."

A respondent stated his perspectives in these words,

> "I think COVID-19 was never a blessing. It brought several issues and challenges. Being teacher of private school I suffered from different issues. As a matter of fact fear of job loss was one such issue which I experienced. Financial issues, health issues, and other issues also rose as result of COVID-19."

One of the respondents also shared his view and mentioned COVID-19 as a curse. He stated, "COVID-19 brought unforeseen challenges. It led to physical, mental, financial, social, and many other issues."

A large ratio of the respondents mentioned that they suffered from anxiety, depression and stress due to COVID-19. However, very few respondents considered COVID-19 as a blessing because according to them they had many new experiences. They got more time to spend at home. A respondent expressed his view about COVID-19 in these words,

> "The time during COVID-19 brought new experience. I spend enough time with my family. I helped my family in domestic chores and even I visited farms and remained engage in farming which was a pleasant experience. Due to COVID-19 there were many positive changes in my life."

Another respondent responded in the same regard and argued:

> "I experienced many changes in my behavior and life as well. I learnt patience. I learnt cooperation. I learnt taking care of people around me. I learnt sympathy. I participated in kitchen chores, and I think I became cooperative. I started a YouTube channel and uploaded many lectures for students. Making videos and preparing the lecture for video was a time taking process so I never felt boring. I think my time was utilized in a fruitful way."

One of the respondents said:

> "…I remained at home. I tried to avoid visiting public places during COVID-19 pandemic specifically during lockdown. I realized within few days of school closure that it would be boring to remain home without any creative activity. I decided to engage myself with art work. During the closure of schools I prepared different models, charts, flash cards and other useful items which are indeed useful teaching aids. It was I would say very interesting and pleasant experience of my life. I am using my handmade material now and they help me a lot. So yes I would say COVID-19 was a blessing for me."

One of the respondents expressed similar perspective and said, "I tried to remain busy in creative activities such as gardening and decoupage. These activities were productive and I never found myself getting bore. I was trying to utilize the spare time in creative work and it was a good practice."

Another respondent shared somehow different experiences but considered COVID-19 as a blessing. This respondent said,

> "Due to COVID-19 I was able to spent spare time with my family. Before it I never got that much time to sit among my family members. Soon after the academic life I joined the profession of teaching. My life was very busy but after the pandemic I had enough spare time. I think for me COVID-19 was a blessing."

Based on his experiences one of the teachers also mentioned COVID-19 as a blessing. While sharing his perspective he said,

"COVID-19 pandemic brought different experiences and practices for different. For me it brought interesting experiences. There were some books I always desired to read but due to hectic routine I could not read them. During lockdown I read most of them. I also learnt some household chores. And remote teaching itself is a unique experience. We visited schools twice or thrice in a week to check the submitted assignments or to participate in the meetings. The whole week I remained engage with the activities which I never got to get engage with before COVID-19. Except book reading I also learnt the principles to improve and polish my teaching skills."

Another respondent also said, "Due to COVID-19 induced lock down I learnt how to perform household chores. I was participating in household chores and I was also engaged in my professional activities. I think it was healthy experience."

In her response one of the respondents also mentioned COVID-19 as a blessing; she stated,

"I got enough time to spend with friends and family. I shared my responsibilities for household chores. Although there were many issues such as financial and others but overall I enjoyed time during COVID-19 because it brought change in my life. There were many changes in my life as compare to the life before COVID-19. I learnt new things about life as well as profession of teaching."

Another respondent said, "COVID-19 brought good experiences for me. I was sick with my routine life but due to it my routine life was changed." One of the respondents also shared similar views and mentioned COVID -19 as a blessing. She stated, "It was a blessing because I experienced a pleasant change in my routine life. Change sometimes becomes necessary."

One of the respondents also said,

"COVID-19 was a blessing because it brought several positive changes. People took care of each other's health. I noticed that people have become more health conscious. All the people can be noticed following the preventive measure and asking each other to follow preventive measure I think is more admirable. I think COVID-19 imparted many positive changes in human beings."

Chapter No 6

DISCUSSION AND CONCLUSION

This chapter sum ups the study. It is consist of summary of the argument, reflection on the main themes, study implication, and recommendation for further research.

6.1 Summary of the argument

COVID-19 pandemic affected all the sphere of life including education. It affected the whole education system. The physical classes were shifted to online teaching. This study was based on the objectives of exploring personal and professional experiences of private school teachers during Covid-19 pandemic. It also aimed to know the strategies they adopted to cope with challenges in their respective socio-economic circumstances. Moreover the study tried to answer the question of how teachers explain their experiences during COVID-19 pandemic and what they did to cope with the challenges they faced during the closure of educational institutions.

According to data most of the teachers teaching in private sector have had adverse experiences during COVID-19 pandemic. Their personal and professional life was disturbed. The teachers noticed adverse effects on their professional skills. Their personal life was also affected as they suffered from stress and mental trauma. Somehow, very few teachers have had good experiences during COVID-19 pandemic. According to few of the respondents they enjoyed the time period of COVID-19 pandemic. They got more time to spend with their friend and family. They got enough time to read more books and to get more awareness about the profession of teaching. These teachers were of the view that during the pandemic there was a positive change in their lives. They took this closure of schools as an opportunity. Teachers shared different good and bad aspects of remote teaching which they noticed. For instance some teachers mentioned learning loss, students' laziness, and some other as bad aspects. Whereas getting more spare time, changes from routine life, creativity of students and self-reliance and some other aspects were mentioned as good aspects of remote teaching.

Schools adopted different strategies to cope with the remote teaching. Assigning home tasks was the most important strategy which was adopted by almost all schools. However, methods of assigning home task vary. The schools promoted students to the next levels based on the marks they secured in the assignments. Due to the lack of the facilities for remote teaching schools did not conduct classes online. In addition to writing and reading practices various models and project works were also assigned to students to improve their creativity. However, very few of the respondents shared that they recorded audio and video lectures for their students. Most of the

teachers argued that schools did not provide support. They were facing difficulties in completing the syllabus. They needed to be trained for this new mode of teaching but school also did not arrange training programs. They had to encounter with the fear of job lose. According to most of the teachers their personal and professional life was disturbed. These respondents mentioned COVID-19 as a curse in their response. However there were few respondents who mentioned COVID-19 as a blessing as they enjoyed their life during the lockdown. Thus, it can be said that private school teachers encountered many challenges. The pandemic brought positive and negative impacts for individuals associated with profession of teaching particularly for those who teach in the privately owned schools.

6.2 Reflection on the main themes

The themes that I draw from the gathered data reveal that COVID-19 adversely affected teaching profession. Most of the respondents stated that they observed negative impacts of COVID-19 on their teaching skills. Due to lack of interaction with students and their colleagues they were facing difficulties and somewhat losing their interest in teaching. Thus teaching during COVID-19 was challenging and difficult practice for private school teacher. Somehow, a few of the respondents considered the outbreak of COVID-19 as an opportunity. According to these teachers they learnt new teaching strategies. Since they have been using the traditional method that is lecture method so, they found it as an opportunity to learn and adopt new methods. However, overall responses on this particular aspect of effect of COVID-19 on profession indicate that a large number of teachers mentioned that there was an adverse effect except a few ones.

The good aspect of the remote teaching which was most commonly shared by the respondents was that due to the closure of educational institutions teachers and students were more likely to be protected from COVID-19. During the physical classes teachers and students might have been affected from corona virus. Most of the teachers mentioned that students became self-reliant. They were not dependent anymore on their teachers they were trying to learn the material on their own. Some respondents said that among the good aspects of COVID-19 pandemic induced online teaching and school closure their familiarity to modern technology was an important one.

Likewise, some respondents mentioned few other good aspects of remote teaching and shared that both students and teachers became conscious about their health. They followed the

preventive measures. Respondents also mentioned the concentration of parent on their children education as a good aspect. During online classes most of the parents gave a considerable attention to the studies of their children which was unusual. During physical classes involvement of parents in their children's educational activities was comparatively less which remarkably increased during school closure. Additional some of the respondents shared that during remote teaching some students' hidden talent was revealed through the projects and models they prepared. According to teachers it was due to closure of educational institutions that some struggling learners showed that they have creative skills which can be further polished by the teachers. Teachers mentioned previously mentioned facets as good aspects of COVID -19.

However, teachers stated learning loss as bad aspect of COVID-19. The shift to the remote teaching resulted in the learning loss. During remote teaching teachers and students suffered due to learning loss. Teachers were unable to convey the learning material in effective way. Students were not getting the learning material properly in absence of teachers. In addition to cover the course book most of the syllabus was reduced which was also a cause of learning loss. A few of them also shared that COVID-19 affected the whole education system. The lack of facilities for remote teaching was the main cause that adversely affected the whole education system. According to teachers they were unable to complete the courses. They shortened the syllabus as result most of the important reading material from the text books was excluded. Moreover students became lazy. They were giving insufficient time to their studies. According to teachers evaluation of student's assignments revealed that students were not giving considerable time to their studies. Teachers shared these issues created by COVID-19 as its bad aspects. Moreover teachers mentioned that remote teaching resulted in lessening motivation of students and teachers towards teaching and learning process.

Schools have to adopt different teaching strategies to cope with remote teaching after sudden shift to online teaching. Assigning home tasks to the student was the strategy that was largely used by the schools. Some school teachers said that they also asked students to make different projects and models related to their course material. Projects and models were used as source to improve the thinking abilities of students. Marks were determined for models and projects and it was made compulsory for all the students to submit models and projects and present presentation on them. Students were promoted to the next grades based on the numbers they have secured in

the assignments. A few of the respondents mentioned that they recorded audio and video lectures for their students. But teachers considered that it was not enough to deliver the learning material to students and they were expecting the outcomes they would have received from their students during physical classes.

The schools were responsible to provide support to the teachers during COVID-19 to continue teaching and learning process. I found that almost all the study respondents agreed that schools were not providing enough support to them particularly during the lockdown. Somehow, they agreed that school administration conducted some meetings to guide and assist teacher in designing assignments. Schools introduced the criteria for checking and marking the assignments. However, teachers in private schools did not seem to be satisfied with the performance of the school during COVID-19. There was a need to train teachers for remote teaching but not even a single school conducted training session after the closure of schools. Although some teacher were satisfied with the support of teachers some were not satisfied but almost all the teachers agreed that there was a desperate need of training session for them but they schools did not arrange training programs for them.

The private school teachers were not certain about their jobs during COVID-19. They were feared of job loss. A few of the respondents shared that they were not afraid of job loss. Their salaries were delayed. The teachers suffered from financial issues. Specifically in the very beginning of COVID-19 when schools were totally closed, most of teachers mentioned that they did not receive their salaries. According to them they were not hoping that school will pay them for those very months when the schools were closed because the students had not submitted their fee and schools were already in a loss. Thus for most of the teachers serving in the low-cost privates schools financial issue was the worst impact of COVID-19 pandemic. Concerning the uncertainty of job there were mixed perspective among teachers. The responses show that most of the teachers were not certain about their jobs except few ones.

COVID-19 was perceived either as a blessing or a curse by the respondents. However, most of the respondents considered COVID-19 as a curse because they suffered from different issues. They suffered from depression, and anxiety. They suffered from financial crises because their salaries were delayed. As a matter of fact majority of teachers mentioned that they did not get their salaries for five to six months and they are not certain about the salaries of those particular

months when schools were closed. They suffered due to lack of resources for online classes. They were afraid of job loss. And they suffered because the school administration was not providing them enough support. They were not trained for this very new teaching and learning process. Their personal life was disturbed. Without physical classes they shared that they started losing their interest in the profession of teaching. Most of them were not enjoying teaching online. Some of them mentioned that they were afraid of corona virus. The vulnerability of COVID-19 patients disturbed them. They feared visiting public places; in fact even due to COVID-19 they avoided visiting hospitals. Online classes did not prove a good experience for them.

On contrary few of the respondents mentioned COVID-19 as a blessing because they got enough time to spend with family. They read books. They remained engaged in home chores. Thus during lockdown, the life was enjoyable for them. They took the closure of schools as a result of COVID -19 pandemic as an opportunity to improve their professional skills. Some of the respondents mentioned that they were performing both their professional responsibilities and household responsibilities without any trouble. It was for the very first time they were experiencing this particular practice because before they used to visit the schools and colleges which exhaust them physically and mentally and they were unable to participate in household chores. Respondents also shared that they engaged themselves with art work making different teaching aids which later they used during their lectures. However from all the responses it can be concluded among most of the respondents COVID-19 was considered as a curse except few ones.

6.3 Study implication

This is one of the early research studies about the experiences of the private school teachers in Gilgit Baltistan during COVID-19 pandemic. This research study is the beginning that makes a difference for those who choose to conduct research in future concerning the experiences of private schools' teachers during COVID-19 pandemic in Gilgit Baltistan. This study provides important information about challenges and experiences of private school teachers during COVID-19. Some of the bad aspects of remote teaching have been mentioned by the respondents such as learning loss, teachers in future can take important measures to avoid the issues which are likely to arise as a result of remote teaching.

This research study contains important experiences of teacher during crucial times. It also shares important information that how teachers tackled the challenges they faced during the pandemic. Thus, teachers in private sector can take this research as guidelines joining this profession later. The private school administration can get important information about good experiences and sufferings of the teachers. Strategies adopted by various schools during COVID-19 can be adopted by other institutions which may wish to adopt similar strategies to cope with remote teaching. This study helps the school administrations as well as the policy makers to introduce such policies and initiatives that will assist teachers to cope with the challenges of remote teaching. This study is surely a good beginning of research concerning the issues of private schools which desperately need to be explored particularly in the rural areas. So it is hoped that this effort is a persuasion for the university scholars coming from rural areas to conduct researches like this one and uncover issues which have been neglected but are core issues of rural areas. To understand the impacts of COVID-19 on private school teachers as well as private schools-the study throws light on issues of education system in rural private schools- this study is a good class discussion and debate material.

The findings of this research study might also be important for decision makers in education ministry by providing them with important insights about situation of schools during the pandemic. This research will enable the education ministry to revise their teaching programs of remote teaching to better prepare teachers to deal with the challenges and requirements of COVID-19 pandemic. Further this study contributes to local literature of the study population on subject which can be used by the educational authorities in supporting their educational initiatives.

The study highlights the issues of private teachers such as financial, lack of school support during online classes, vulnerability of private school due to lack of resources and some others; thus, education department of Gilgit can take important steps to alleviate the issues of both private schools and teachers serving in these schools. Moreover, policy makers in different educational institutions can make policies keeping in view the issues and challenges of the private school and develop such educational policies that are feasible for such teachers (teachers teaching with lack of resources) and in such critical situation (worldwide pandemic). It can be

stated that this research study helps teachers, school administration, policy makers, researchers, and other educational.

6.4 Recommendations for further research

This study represents a good beginning. I do believe that it is a great source of reference for further research about the experiences of the private school teachers during COVID-19 pandemic. Although this research represents answer to some initial questions about private school teachers' experiences during remote teaching however, many questions remained unanswered. In the light of the limitations of this study (for instance, the limited sample size, limited time, lack of resources and so on) further research studies need to be carried out. But there is a need to address these topics in broader context so that the results would be more accurate and can be generalized in the particular area of research.

The recommendations for further research about the experiences of private schools teachers in the rural areas are as follow.

1. Researcher should conduct a large-scale study to explore the experiences of private school teachers during COVID-19 pandemic.
2. The researcher should identify the needs of private school teachers during remote teaching so that authorities would get aware of their needs.
3. Researchers exploring the experiences of private school teachers must include and determine recommendations and suggestions of private schools teachers regarding online teaching. It will be great source to explore ideas of private school teachers.
4. To see the long term impacts of COVID-19 pandemic on teachers' personal and professional lives further research is required as this research was conducted in the very initial times of the pandemic.
5. Researchers in future research studies must address the issues of private schools in urban areas. This study was conducted in a rural area. However, similar research needs to be conducted in the low-cost schools of urban areas
6. The research that has been undertaken for this thesis has highlighted a number of topics on which further research will be beneficial.

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Interview Guide

To be filled by teachers teaching during COVID-19 in private schools

1. Age of the respondent ....
2. Qualification of the respondent ....
3. Marital Status of the respondent ....
4. Level of teaching ....

Questions	Reponses
How do you see COVID-19 effects on your teaching?	
How do you explain the good and bad aspect of online-remote teaching?	
How did you and your school cope with requirement of remote teaching?	
How did/do your school support you in remote teaching?	
Did you experience threat of losing your job, cut and delay in salary when schools were closed during	

COVID-19?	
How do you explain the impact of Covid-19 on your personal life?	