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Effect of online teaching on the well-being of teachers in universities of Lahore,

Pakistan

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Abstract**Aim**

In this study effects of online teaching on the well-being of teachers in the universities of Lahore were explored. Literature shows that when teachers are more satisfied with their job they perform well; have high well-being and the level of burnout is low. Person-Environment fit theory was applied to observe how environment affects the individual, whether it is positive or negative.

Methodology

The research was a cross-sectional quantitative study. For the collection of data convenient sampling was used. A total of 103 teachers of FCCU, UOE, and UOL were sampled. Sampled teachers were of different age groups.

Data analysis

For the analysis of data, SPSS was used. To show the reliability of the scale, factor analysis was used. Next, to present the study variable frequency and percentages descriptive statistics were used, and to present the relationship between study variables mediation analysis was used.

Results

The results showed that the total effect between burnout and well-being was significant ($F=75.81$, $p<0.001$, $R^2 = 0.428$). The unstandardized beta value showed that one unit increase in lower burnout brought around 0.335 units increase in well-being ($b = 0.3346$, $t = 8.707$, $p < 0.001$). The direct effect between that burnout and well-being was also significant ($R^2 = 0.458$, $p < 0.001$). The value of unstandardized beta showed that one unit increase in lower burnout resulted in 0.297 unit increase in well-being ($b = 0.297$, $t = 7.24$, $p < 0.001$). The results of indirect effect model showed that job satisfaction was a significant predictor of well-being ($b = 0.050$, $t = 2.30$, $p < 0.001$) and burnout was a significant predictor of job satisfaction ($b = 0.753$, $t = 4.35$, $p < 0.05$). Sobel's test (normal theory test) suggested that the indirect effect of 0.038 was statistically significant ($Z = 2.40$, $p < 0.05$).

Conclusion

The findings of this research have strong implications for academic as well as non-academic organizations. Organizations by facilitating their employees through therapies, trainings, and other benefits can lower the level of organizational burnout, leading to an increase in their job satisfaction which can help to raise their wellbeing.

Keywords

Well-being, Online teaching, Burnout, Job Satisfaction, Universities

Introduction

For education, studies on technology are mainly focused on the learning processes for students. Technology is considered as a supporting tool that improves a person's activities, for teachers independent of their profession technology allows the freeing up of the time to perform other activities. There is a link between the uses of technology in classes and how it affects the well-being of teachers had received limited attention today. The well-being of the teachers is affected by social, psychological, and by physical resources. Barker and Martin (2009) found that when teachers are happy, they can teach well and are more able to give to their students. Among teachers, the incorporation of technology may cause a reason of tension or burnout in them. Technology in the educational system is beneficial for students but for teachers, it is affected negatively, as it changes their teaching method, or creates stress in them. So, during teaching some teachers often feel burnout, stress, and emotional exhaustion as they do not have proper skills to use the technology. Mostly, they forget to give tasks to their students when they are engaged in other activities. So, in return they face many psychological issues.

In workplaces, stress is mainly due to the scenario, when a person does not get a response from others or faces threatening situations. In a professional environment, teachers incorporating technology into their teaching methods or unaware of the didactic possibilities that are due to the technology or they do not have skills to use technology, these situations cause fatigue in them. The appearance of these symptoms is the result of improper technological use. Burnout is also a term that is associated with it. Research tells that when there are stressful working conditions and challenging working environments, it affects the self-efficacy, motivation, and job commitment of teachers. (Collie, Shapka, and Perry, 2012). The

organizational institute is badly affected when there is a low level of well-being. The quality of teaching is also at risk, a stressed or burnout teacher is hardly operating effectively in the classroom.

Conceptual Definitions

Burnout is a term that is used to describe a condition that occurs in response to stressors and strain in professional life in the form of emotional exhaustion and cynicism. The original definition of burnout was defined by Freudenberger's (1974; 1989) "as a condition in which people lack personal accomplishment, and they suffer from emotional exhaustion". The definition of burnout was updated by Maslach et al., (1996) that stated as "an individual who works with people in some capacity he suffers from the syndrome of depersonalization, emotional exhaustion, and reduced personal accomplishment". In the workplace, burnout has been defined as both psychological and physical responses (Maslach, 1982). If there is an imbalance in job demand, the teacher's ability to work is hampered and job stress occurs. Concerning burnout, mental well-being is another variable that is defined as "to develop and to maintain mutually benefits relationship by life satisfaction, persons psychological functioning and ability. Mental well-being includes the ability to maintain self-acceptance, a sense of autonomy, personal growth, and purpose in life".

When there is the use of digital technology by teachers, digital well-being becomes a more focal element. There is a definition by JISC that defines that digital well-being is a term that describes the impact of technology on peoples physical, mental, and emotional health. So, well-being is closely related to burnout or stress in people. Hence, when the well-being of teachers is negatively affected, teachers are suffering from burnout and stress which leads to dissatisfaction

in their jobs. According to Spector, (1997), the definition of job satisfaction “it is a level of contentment a person feels regarding his job or how content a person with his job.” Job satisfaction plays an important role because it affects the social and personal adjustment of individuals. The purpose of this study was to explore the experience of online instructors and their job satisfaction concerning the well-being, during online teaching with the use of technology. Today technology is used in every sector. Due to technology the environment of education is changed which is challenging for both the teachers and the students. Teachers mostly feel different levels of stress, anxiety, burnout, and work-family imbalance during distant teaching; when they are not familiar with the use of technology or are exhausted by excessive use of online tools. Nowadays, due to the pandemic, all of the institutes of Pakistan as well as the global educational institutions are offering online education but most teachers do not feel comfortable with technology as they lack the skills of technology usage that cause stress, burnout, frustration, and anxiety in them. Studies confirm that when teachers are suffering from a high level of burnout syndrome, they form a negative relationship with their students.

Other researchers observed that when a teacher suffers from burnout many somatic problems such as headaches may occur. Based on literature and psychological experiences we found that burnout and job satisfaction are correlated to each other. Hogan and Mcknight (2007) compared the normative data from educator’s burnout and among online teachers, as they examined the status of burnout among higher education online instructors. For this research, burnout is measured by JAWS. For the job satisfaction survey, Paul E. Spector scale and, for Warwick Edinburgh scale was used for wellbeing.

Study Aims

This study was about burnout concerning teachers and their well-being as a consequence of the use of technology during online teaching. As they are correlated to each other, this study makes an effort to draw a conclusion based on this hypothesis. Teachers are mostly facing stress or burnout-related issues when they are not satisfied with their job. The reason for this burnout in teachers is that they are unfamiliar with the use of technology as they are lacking skills. They are sometimes less motivated while using technology. The study aims to identify how online teaching affects the well-being of teachers.

Study significance

In the research, I took well-being as my dependent variable and organizational burnout as an independent variable, with the relationship of mediator job satisfaction. When there is a higher level of burnout in teachers due to the excessive use of technology or technical tools in the case of distance learning, they are less satisfied with the work they have done, and that dissatisfaction affects their well-being negatively. In case, they feel lesser burnout or exhaustion, with the use of technology, they are more satisfied with their job and their well-being is affected positively. The study also provides a recommendation that how balance can be created between a teacher's well-being and the online environment.

Literature review

Researchers have examined burnout among many populations for over three decades. In school teaching, teacher burnout is a serious problem. With the rise of technology use, most teachers are affected by this during virtual classes. According to the definition of Maslach et al., (1996), burnout is a term that is used to describe a condition that occurs in response to stressors and strain in professional life in the form of emotional exhaustion and cynicism. The original definition of burnout was defined by Freudenberger(1989), as a condition in which people lack personal accomplishment and they suffer from emotional exhaustion. The definition of burnout was updated by Maslach et al., (1996) that stated an individual who works with people in some capacity suffers from the syndrome of depersonalization, emotional exhaustion, and reduced personal accomplishment. Workplace burnout has been defined as both psychological and physical responses (Maslach, 1982), as the reluctance to go to work causes an extension of work-related problems into an individual's home life. Disappointment with the performance the physical and behavioral symptoms of burnout were depicted by Cedoline(1982). Most people with burnout, feel the loss of professional self-efficacy, cynical attitudes develop in them. Lowering the level of job commitment, feeling of disaffection, loss of enthusiasm and alienation are some pervasive symptoms of burnout (Dunham and Varma, 1998). Associated with burnout, organizations also face significant implications and costs when there is lower individual performance in an organization, a decrease in creativity, etc. Related to higher education faculty research on burnout is sparse.

Burnout is common in an intense profession like teaching. Hogan and Mcknight (2007) compared the normative data from educator's burnout and among online teachers as they

examined the status of burnout among higher education online instructors. Within the United States, the population for the study was 76 online instructors employed by university institutions. By this study, it revealed that online instructors face a high degree of depersonalization as they possessed an average score on the emotional subscale and a low level of personal accomplishment (Hogan & Mcknight, 2007). Blix et al., (1994) reported that the instructors who have a relationship with a large number of students and administration are more likely to suffer from burnout. A study was conducted by Lackritz (2004) on burnout in which he examined burnout in 265 higher education instructors. A higher mean score was displayed by females than their male counterparts on emotional exhaustion. For the study, a demographic questionnaire and Maslach burnout inventory scale were used. In the demographic questionnaire variables like gender, age, ethnicity, and educational level were designed.

In the study by Lackritz (2004), to assess the level of burnout in online instructors MBI-ES was used. To address the subscales of depersonalization, emotional exhaustion, and personal accomplishment this tool is widely used. In this study, rated on seven points Likert scale, MBI-ES consists of 22 selections. For the study (Lackritz, 2004), the population was the university instructors that used computer-based teaching format. Around the United States, a random selection of 650 instructors was contacted for the study. The survey instrument was sent to four universities. Providing the pertinent data, 65 online instructors responded. Emails were sent to the faculty that explained the purpose of the study; a questionnaire was sent to them. The findings of the author's study observed that females are suffering from burnout more than males. The mean age in the study was 47 years, similar to the Hogan and Mcknight (2007) study; 32% of the respondents had more than five years of experience. By comparing the authors' study with Hogan and Mcknight (2007), it was found that for depersonalization the

authors' study came low while it was high for Hogan and Mcknight (2007). Both for MBI and the author's study, the perception for personal accomplishment was identical while in the case of Hogan and Mcknight (2007), it was low. This study tells us that online instructors are less stressed than the previous studies conducted (Lackritz, 2004). There is a rapid increase in the use of technology in every sector.

Researchers found that when people work with other individuals in some capacity burnout occurs in them, feeling emotionally exhausted and overextended are the results of emotional exhaustion. Necessary criteria for burnout and the most widely reported cause is exhaustion (Maslach et al., 2001). The article is related to teachers' burnout and student's behavior. For investigation, self-determination theory and job burnout construct were adopted. 33 teachers were taken as the sample for the study and questionnaires were given to them. Results had shown that there is a negative relationship between teacher burnout and students. When teachers felt burnout, they were not satisfied with the work that they have done (Maslach et al., 2001).

A concept such as positive effect, life satisfaction, and negative effect is included in well-being. According to Yetim (2003), well-being has positive features and measurements. Evidence from previous studies had told that there is a positive relationship between teachers' well-being and student learning. When there is a positive effect of well-being on teachers, they are more satisfied with their jobs so, the learning process and motivation are in a positive phase. Barker and Martin (2009) showed that when teachers are happy they teach their students well and are more able to their teaching style.

A study conducted by Ostroff(1992), on the satisfaction of teachers with online teaching, showed that large numbers of advancements of students in technology, provide virtual

learning opportunities. The nature of the instructional environment may change due to the development of online schools, as compared to brick and mortar schools; teachers may interact differently with their students. In this article, the author examined whether online teachers experienced a different level of job satisfaction, as the brick and mortar teachers also experienced a different type of job satisfaction. With a low level of performance in online schools, differences in perceptions of teachers could be associated with it. With a low level of student academic condition, higher level of dropout cases of students, the work-family imbalance is associated with the low levels of job satisfaction of teachers during online teaching (Ostroff, 1992). Teachers in online schools are more experienced and they are highly qualified, researchers found that teachers with high experience are less satisfied with their job (Ma & MacMillan, 1999). On job satisfaction of teachers, school characteristics like class size and institutional structure may have a huge impact on teachers. Teachers who have positive perceptions regarding their students are more satisfied because student behavior and their participation in studies also influence the job satisfaction of teachers. A random survey of teachers was taken that was about online teaching, research shows us that 63% of teachers are satisfied and reported positively for online classes, 29% had mixed reports while 8% reported that they were dissatisfied with online teaching (Ma & MacMillan, 1999).

For the study (Ma & MacMillan, 1999), the data was collected from 50 states of the United States and the District of Columbia; the author took the data from the 2015 -2016 National Teacher and principal survey. From 5440 schools, the adjusted sample of teachers was 28,150, almost all of the teachers taught online courses in these schools. Four points Likert scale was used in this study. The result showed that the majority of the teachers are satisfied with this type of teaching. Hierarchical linear modeling methodology was used to statistically

examine research questions. This research found that the teachers that are teaching online have a higher level of job satisfaction than the brick and mortar teachers, it was also found that male teachers who have just three or five years of teaching experience have a higher level of satisfaction than others who are their counterparts but the teachers that are master degrees holder were less satisfied with their online teaching jobs. In this article, we contribute to an area that teachers' job satisfaction mostly depends upon the student academic performance, institutional working conditions, and their household environment.

In higher education, the online learning method in many institutions has proven to be very successful. There is a high level of faculty satisfaction during online teaching. Hislop et al., (2004) and Buck and MacGregor, (2001) found similar student achievement when they compared student performance in both on-campus and online environments. For the implementation and development of online programs, faculty satisfaction is a crucial success factor (Faculty satisfaction, 2006). With online teaching, many teachers reported high levels of satisfaction. Thomas (2002) found that only 10% of teachers had an issue with online teaching in their overall experience of teaching. From instructor-to-instructor faculty, satisfaction varies. A survey was conducted at the University of California in which two-thirds of the participants agreed with online teaching while others had some difficulties with asynchronous course delivery and raised concerns of the lack of student motivation (Almeda&Rose,2000). Further, there was a study conducted to examine the factor that affects the satisfaction of the faculty Fredericksen et al., (2000).

Most teachers have dissatisfied with online teaching as there is a lack of group interaction and there is no face-to-face communication. Due to the flexibility and accessibility of the online environment, faculty enjoyed teaching online (Almeda& Rose, 2000). With technology, faculty

may be able to acquire new skills. Instructional designs have a positive or negative effect on the attitudes of teachers. There is a lot of effort and more time required for class preparation in an online environment. When adequate compensation and reward are not adjusted most teachers are dissatisfied with this type of teaching method as their workload may increase (Almeda& Rose, 2000). Technical problems also affect negatively faculty satisfaction (Arvan&Musumeci,2000; Hartman et al, 2000). Class size and compensation issues cause frustration in them so some of the instructors were dissatisfied. The research was conducted at US Land Grant University where approximately 11600, students were enrolled, and the population was online instructors that taught one online course. 83.6% was the response rate in which the majority of the participants were female and the age of the participants was between 24 to 69 years. Via email individuals were contacted and a link was developed to the Online Faculty Satisfaction Survey by Bolliger and Wasilik (2009). There were a total of 34 questions in OFSS, 4 points Likert scale is used. By this survey, the findings were that 90% of the participants agreed with the questions. Most were satisfied with the technology usage 10% of the participants commented on the difficulties that they faced during the use of technology due to lack of particular skills as they had issues with the class size and an increase of workload which caused frustration in them. Findings suggest that some online instructors facing frustration was due to the lack of student involvement (Bolliger&Wasilik, 2009).

In this study, (Bolliger&Wasilik, 2009) concerning job satisfaction and occupational stress, the author explores the experience of online teachers. From this study descriptive information of stress is provided by the data collection. To the totality of the experience of teaching in an online environment, there is no or little attention given to them, and from the

faculty perspective, it differently affects personal or social level. New technology has accelerated the pace of work as well added a burden, faculty feel pressured when they interact online with a large number of students (Kimball, 1998). The purpose of this research was to identify the factors that caused stress in teachers during online teaching and their job satisfaction was also explored. To gather initial data the Delphi technique was selected as a method. For exploring subjective experiences like job satisfaction and stress, the qualitative nature of the Delphi technique is appropriate. For the study (Kimball, 1998), as the foundation for the Delphi questionnaire, two quantitative instruments with high reliability and validity were selected. The selected questionnaires were both quantitative, perceived stress of faculty is measured by Faculty Stress Index and job satisfaction is measured by Abridged Job descriptive index. Regarding the study on the Distance Education Online Symposium, teachers of distant teaching were recruited through posting; in this posted request, 16 individuals participated. Through a socio-demographic survey, the qualifications and work experience of 16 participants were viewed. 9 females and five 5 males were in the final panel, 51 years was the average age. The panelists were teaching online for 9 years. Faculty workload causes frustration in them which causes stress during distance teaching. The performance of students is also the reason for increasing the stress in them.

The enrolment of students in online courses is steadily increasing. In higher education in the USA, distance education has become a fast-growing method for learning; according to a survey, about 20% of the students in the USA were enrolled in online courses, as reported by Allen and Seaman (2007). To describe and predict online teaching faculty satisfaction is a complex issue. According to a survey, the National Education Association revealed that 75% of the instructors are satisfied with online teaching. Hart et al., (2000)

reported that about 93.6% of the teachers wanted to teach online. Some participants indicated that online teaching gave them satisfaction. The sample for the study Allen & Seamen, (2013), comprised of 122 online instructors who taught online in a public research university in the year 2007 to 2008. The university had an enrolment of 11,600 students, annually. For the survey, 102 teachers responded of which the majority were female 59.8% and the range of age was from 24 to 69 years, and their teaching experience was about 5 to 20 years. For the collection of data online faculty satisfaction survey was used in which 28 questions were with 4 points Likert scale. So, the OFSS had a total of 36 questions. More than half of the teachers were satisfied with the online teaching as they believed that their students were actively taking part in their learning and communicated well during online courses. When they had been asked a question for faculty-related issues during online teaching, the majority of respondents felt that their faculty has to be more creative with providing resources to them during teaching online. For the influence of teaching online institutional-related issues are also important. The majority of the instructors felt that they had a high workload during teaching. Findings revealed that in comparison with face-to-face, online teachers invest more time for teaching (Spector, 2005). Online teaching is a complex task that needs commitment and time from the faculty. The study found that we should be concerned about burnout during online teaching as most of the teachers are suffering from exhaustion, burnout, and a high level of depersonalization (Hogan and McKnight, 2007). Boettcher examined that for online lectures an instructor spends more than 10 hours preparing for just one hour lecture, which means they need satisfaction from the students and the faculty, if not, they suffer many psychological problems like burnout, stress, etc.

In this article, the research was conducted on occupational stress on teachers during the time of Covid-19. In the modern world occupational stress has become the most important

substance (Lu et al., 2010). Occupational stress is known as work stress, it is defined as a person with negative emotions like stress, frustration, anxiety, and burnout related to their job factors (Kyriacou, 2001). According to Jahanzeb (2010), the prime source of extreme stress is technological changes, demand for greater productivity mass, and an uncertain future. In individuals as well as in workplaces occupational stress has many negative consequences (Oginska-Bulik, 2006). Most people that are facing occupational stress are not satisfied with their jobs. Several studies reported that most teachers are also affected due to it, as during the pandemic that teachers are facing problems like extreme stress, burnout, and work-family imbalance. Teachers do not have any time to spend with their families as their full attention is captured by student assignments, tests, online classes, and sending feedback. Antoniou et al., (2003), stated that job satisfaction is reduced when the source of stress is increased, so both have negative relations. The research was conducted for this purpose in schools of Dharmapuri, Tamil Nadu, among teachers and for the collection of data, occupational stress and Minnesota satisfaction questionnaires were used. The sample for this research was 300 teachers of which 252 were valid. A method that included was Pearson correlation analysis. In this time of the pandemic, this paper was an attempt to interrogate the influence of stress on job satisfaction and the influence of demographic factors on stress. The study found that demographic factors had a huge impact concerning stress on teachers. Many teachers were not satisfied with their jobs and they were facing occupational stress. Today, the methodology of teaching is changed by using electronic gadgets which gives stress to teachers and indirectly influences their job performances.

Recent studies have revealed that to provide online classes during lockdown teachers had suffered a lot of stress (Besser et al, 2020). In this article, the author discussed that since the

beginning of the pandemic not only students are affected by this crisis but also, there is a high level of stress in teachers as well. From home teaching, teachers suffer from the symptoms of burnout, anxiety, and sleep disturbance as their workload is being increased. A study was carried out in three cities of China which observed that the prevalence of anxiety was 13.67% more for women as compared to men (Li et al., 2020). It was important to support the teachers psychologically; the prevalence of stress symptoms in the teacher was 9.1% in china that was conducted in a survey (Zhou & Yao, 2020). A study that was conducted in Spain found that teachers also reported psychosomatic stress, exhaustion, and workload increase at the beginning of the pandemic (Prado-Gasco et al., 2020). Moreover, research has revealed that working from home and the use of technology causes burnout, depression, and anxiety which turns into a decrease in job satisfaction (Cuervo et al., 2018). Due to the lack of familiarity with the technology and distant education, there is stress and confusion in teachers which was identified by United Nations Educational Scientific and Cultural Organization. Excessive workload, insufficient training, lack of skills to use technology, and job dissatisfaction had caused stress in teachers (Perez, 2003). Job instability also has a huge impact on teachers' psychological health. There is a long-lasting impact of covid-19 on teachers and their teaching. There was a study (Ozamiz-Etxebarria et al., 2020) conducted from various education centers of the Basque Autonomous community and Navarre, the total sample for this survey consisted of 1633 teachers. The percentage of men was 20.3% and women were 79.7%, with an average age of 42.6 years. To gather socio-demographic data, a questionnaire was designed, for the survey Depression Anxiety and Stress Scale 21 was used. With 4 response options, the instrument consists of 21 items. Answers were collected with the help of an online questionnaire that was sent by Email; in the questionnaire, Likert type scale is used for responses. The ethics committee

of UPV/EHU approved that study. The study found that 50% of the teachers were suffering from stress; 14.1% were suffering from severe stress and 4.5% were suffering from extremely severe stress. Some personal factors contributed to the occurrence of stress, anxiety in females as compared to males was found to be more. Women are mainly suffering from stress, burnout, and anxiety as is indicated by pre-pandemic studies. During the pandemic, having families also increase workload and stresses of females. Older teachers are suffering more than younger ones because they have less interest in ICT during teaching.

Theoretical framework

For studying the phenomenon of burnout and job satisfaction the Person-Environment Fit theory is used (French & Caplan, 1972) in which environment affects individuals. Person-Environment fit theory stated that it is related to what degree an individual fits or is compatible with their environment to the degree to which they feel stressed. When individuals fit into the environment or their job, they are satisfied. This theory also states for this study that misfits happen between a person and the environment when technological stress arises. So, the researcher applied this theory to the research that teachers feel burnout due to their job, which affects their wellbeing. So, both of the variables are related to each other. The extent of skills in using technology and familiarity with technical tools, during distant learning, is the only reason for satisfaction with jobs, and on the flip side, burnout in teachers. If they have familiarity, motivation, or skills, they fit into that environment and perform their job in a better way, and their well-being is not affected. If they are facing issues or are not satisfied with the work while online teaching, they do not fit into that environment. In this case, they can face burnout, exhaustion, and stress, and their well-being is affected negatively. The mediation job

satisfaction was used in this study to observe when the teachers are satisfied with the environment in which they teach, they have a higher level of well-being and the level of burnout in them will be low as they fit into the environment to perform their tasks. Towards an individual's job, job satisfaction is a subjective experience and attitude. Teachers are committed to their organization only if they are satisfied with their job. Job satisfaction acts as a mediator between burnout and well-being. In online teaching, when teachers are satisfied with their job they have a positive effect.

Research Questions

1. To what extent does burnout occur in higher education teachers due to online Instruction?
2. Is there any significant relationship between burnout and the well-being of teachers during online teaching?
3. Is there any relationship between gender and burnout in online teaching?

Hypothesis:

H1: Lesser the level of burnout due to the use of technology, the higher will be the well-being of teachers, and this relationship will be mediated by job satisfaction.

H2: Higher the level of burnout due to the use of technology, lesser will be the well-being of teachers and this relationship will be mediated by job satisfaction.

Methodology

Ethics of Research

All the ethical considerations were followed by the researcher to conduct this research. The main purpose was to keep the personal information of the respondents secure. To any respondent, there was no physical or emotional harm caused. Before starting, a consent form was provided for signatures. They were given proper information regarding the research goals and main objectives. They were assured that their privacy or the information that they provide would not be shared with anyone. They could also leave the study if they want, whenever they want.

Research design

The research was based on a quantitative methodology. To collect data using standardized tools, a close-ended survey questionnaire was used.

Sampling size

For my research, the teachers of three different universities of Lahore were participating in which one university was from the public sector and two were from private. To secure social distancing due to the pandemic, teachers at different universities were surveyed through a Google survey. The target sample was 103 teachers from three universities and to ensure gender equality, their ratio was tried to be kept equal. The three universities that sought to participate through convenience sampling were Forman Christian College, University and the University of Education, Lahore, and the University of Lahore.

Procedure

Firstly, permission was needed from three universities, which was taken using the permission letter. Permission was given. The researcher would select 1 – 2 departments from each faculty. The list of faculties and their relevant departments can be easily generated through the websites of these universities. After selecting departments, the list of faculty members in each selected department was generated, and depending on the number of faculty members in each selected department, equal female and male faculty members were randomly selected for participation. The survey was mailed along with a consent form to the respondents who were randomly selected. There was no face-to-face interaction due to the pandemic, so all of the data was gathered through Google forms. The survey was online. When the Google surveys were emailed, the record of emails was not be transferred due to confidentiality and anonymity.

Variables

Dependent variables

For this study, the dependent variable is well-being. Well-being was measured by the Warwick Edinburgh mental well-being scale (Taggart et al., 2013) that is related to a person's state of mind and thoughts. Using 5 points scale ranging from “none of the time” to “all of the time.”

Independent variables

For the study, the independent variable is organizational burnout. JAWS (VanKatwyk et al., 2000) was used to measure organizational burnout. The scale includes 20 items in which the format of the response was, “never” to “extremely often.”

Mediator

For the study, job satisfaction was the mediator between organizational burnout and well-being and it can be measured by the job satisfaction scale (Paul E. Spector, 1994). 5 points Likert scale is used ranging from “none of the time” to “all of the time.”

Instrument for data collection

Three internationally standardized tools were used for the collection of data. The survey questionnaire had 4 sections and the survey questions consisted of 46 questions. Firstly, there are socio-demographic questions, then, there are questions on burnout variables that are measured through JAWS. The third portion was on mediator job satisfaction that is measured through Paul E. Spector Survey. The fourth portion that was on well-being was measured through the Warwick-Edinburgh Mental Well-being scale.

Data analysis

For the analysis of data, SPSS software was used. Mediation results and descriptive statistics were also reported. To show the reliability of the scale, factor analysis has been used to present the relationship between variables.

Results

Table 1. Frequency of socio-demographic variables used for the study

	Frequency	Percentage
Age		
25-35	42	40.6
36-45	35	34
46-55	14	13.6
56-65	8	7.8
66-75	2	2
76-85	2	2
Gender		
Male	55	53.5
Female	47	45.6
Prefer not to say	1	0.9
Year		
Less than 5 years	31	30.1
5 to 10 years	32	31.1
11 to 15 years	16	15.5
Above 15 years	24	23.3
Monthly income		
Below 100,000	37	35.9
100,000-199,999	52	50.5
200,000-299,999	9	8.7
300,000-Above	5	4.9
Qualification		
Masters	45	43.7
PhD	50	48.5

Post PhD	8	7.8
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Descriptive statistics

The sample was taken from three universities in Lahore for the study. All of the survey questionnaires were filled out through Google forms. The sample included 103 participants, less than half were females as compared to their male counterparts. In this survey, most of the participants were aged between 25 to 35 years. The majority of the participants had experience of 5 to 10 years of teaching, the majority of the participants had income 100,000-199,999, and most of the participants reported that they were Ph.D degree holders.

Table 2 Validity and Reliability of scales under study (N = 103)

Variables	Factor Loading	Cronbach's Alpha	M ± SD (Range)
Burnout		0.91	31.59 ± 9.87 (0, 55)
Job made me feel angry?	0.567		
Job made me feel calm?	0.646		
Job made me feel ease?	0.674		
Job made me feel bored?	0.599		
Job made me feel anxious?	0.721		
Job made me feel content?	0.494		
Job made me feel depressed?	0.749		
Job made me feel discouraged?	0.701		
Job made me feel energetic?	0.714		
Job made me feel excited?	0.637		
Job made me feel fatigued?	0.602		
Job made me feel enthusiastic?	0.667		
Job made me feel satisfied?	0.599		
Job made me feel relaxed?	0.668		

Job Satisfaction		0.827	11.39±18.68(-46,47)
I am being paid a fair amount for the work	0.759		
There is little chance for promotion on my job.	0.746		
My supervisor is quite competent.	0.669		
I receive the recognition after doing well.	0.768		
I am not satisfied with the benefits.	0.640		
My job is meaningless.	0.539		
Rules make job difficult.	0.622		
I am satisfied with online delivery method.	0.763		
I like doing things that I do at work.	0.645		
Goals of organization are not clear to me.	0.667		
Technical problems do not discourage me.	0.657		
I feel unappreciated by the organization.	0.538		
My Supervisor shows little interest.	0.781		
I have too much paper work.	0.722		
I am satisfied with the chances of my salary.	0.711		
My job is enjoyable.	0.682		
I am satisfied with the chances of promotion.	0.694		
Work assignments are not fully explained.	0.629		
Well Being		0.83	18.5±5.04(0,27)
During Pandemic, did you feel optimistic?	0.614		
During Pandemic, I have been feeling useful.	0.612		
During Pandemic, I have been feeling relaxed.	0.585		
I have dealing with problems well.	0.638		
During Pandemic, I have been thinking clearly.	0.674		
During Pandemic, I have been feeling cheerful.	0.670		
During Pandemic, I have been feeling confident.	0.459		
I have been interested in new things.	0.548		

Reliability results

Factor analysis was conducted for two variables, burnout and well-being, and for mediator job satisfaction was used for measuring validity. Findings showed that all factors, loadings of burnout scale have factor loadings above 0.5 but for one the factor loading was 0.494, close to 0.5. On the other hand, for the well-being scale, one of the items of the scale showed a value which is about 0.24 that was less than 0.5, so it was excluded from the analysis and factor

analysis was conducted again after excluding one of the items. For mediator job satisfaction, all of the factor loadings are more than 0.5 or around 0.5. Factor analysis was conducted to find the construct validity.

Reliability was measured to find the internal consistency for the scale burnout, the Cronbach's alpha value was 0.91 which is within the recommended interval of 0.7-0.95. For the scale well-being, after excluding one of the items, the Cronbach's alpha value was 0.83. For the mediator job satisfaction, Cronbach's alpha value is 0.827.

Table 3. Correlations between Burnout, Job satisfaction and well being

Scale	N	Burnout	Job satisfaction	Wellbeing
1. Burnout	103	1	-	-
2. Job satisfaction	103	0.3977**	1	-
3. Well-being	103	0.655**	0.416**	1

Note. p**< .001

For the variable of burnout and mediator job satisfaction, reverse coding was also done to find the dimension of the scale. For burnout, job satisfaction, and well-being scale, roughly 68% of cases are between these intervals. So, findings have shown that there is a medium level of burnout. So, by a lower level of burnout it is shown that job satisfaction increased and there is a higher level of well-being. There was a moderately weak positive correlation between burnout and job satisfaction, which was statistically significant. There was a strong positive correlation between burnout and well-being which was statistically significant. There was a moderate positive correlation between job satisfaction and well-being which was statistically significant. These items are computed to make a scale of burnout, job satisfaction, and well-being

Table 4. Path estimates for Models predicting total and mediation model effects

	B	SEB	t	P value
Total effect				
Burnout-wellbeing	0.335	0.038	8.707	<0.001
Direct effect				
Burnout-Wellbeing	0.297	0.041	7.243	<0.001
Indirect effect				
Burnout-job satisfaction	0.753	0.173	4.351	<0.001
Indirect effect				
Job-satisfaction-Wellbeing	0.050	0.023	2.306	0.023

The results showed that the model predicting relationship of burnout with job satisfaction ($X \rightarrow M$) was significant ($F=18.99$), $p < 0.001$, $R^2 = 0.1579$). The unstandardized beta value showed that one unit increase in job satisfaction directed 0.75 units increase in well-being ($b = 0.75$, $t = 4.35$ $p < 0.001$). The model predicted that the total effect between burnout and well-being ($X \rightarrow Y$) was significant ($F=75.81$, $p < 0.001$, and the R^2 value was 0.428). The unstandardized beta value showed that one unit increase in lower burnout brought around 0.3346 units increase in well-being ($b = 0.3346$ $t = 8.707$ $p < 0.001$).

The next step was to observe whether burnout and job satisfaction together predict well-being or not. The value of unstandardized beta showed that one unit increase in lower burnout resulted in 0.297 unit increase in well-being ($b = 0.297$, $t = 7.24$, $R^2 = 0.4576$, $p < 0.001$). The results showed that job satisfaction was a significant predictor of well-being ($M \rightarrow Y$), as one unit increase in job satisfaction resulted in 0.050 units change in well-being ($b = 0.050$ $t = 2.30$, p

<0.001). As can be seen that the values of unstandardized beta for burnout decreased from 0.75 to 0.297, this suggests that job satisfaction mediated the relationship of burnout with well-being, thus confirming the first hypothesis. The mediation effect that predicts the indirect effect between burnout on job satisfaction was 0.038, with a 0.019 value of standard error that was calculated through the bootstrapping method. 95% of CI of bootstrapping was 0.005 of BootLLCI and, 0.081 of BootULCI. Sobel test, a specialized t-test that determines the reduction in the effect of independent variable after a mediator was introduced. It was used to assess the significance of the mediation effect, Sobel's test (normal theory test) suggested that the indirect effect was statistically significant ($Z = 2.40$ $p < 0.05$)

Discussion

The whole study was governed to observe how online teaching affects the well-being of teachers. As researchers have examined that there was burnout among many populations for over three decades. In schools, teachers' burnout is a serious problem and with the rise of technology use, most of these teachers were affected by it during their online classes. Literature also found that teachers were more satisfied with the online teaching method than traditional teaching methods; the majority of the teachers were satisfied with this method. In higher education, this method of teaching has proven to be very successful. For the implementation and development of online programs, faculty satisfaction was a crucial success factor. It was also shown that due to lack of technical skills and less familiarity with technology mostly high age-group teachers were facing stress as they were not equipped properly regarding distance teaching. The study was conducted on the teachers residing in three universities in Lahore, as discussed above. This study can be arguably rendered as significant, as it provides the evidence that job satisfaction in teachers was a main factor that correlates the relationship between burnout and well-being. The

data analysis and results had proved that the hypothesis was true. Job satisfaction played a significant role in the maintenance of the well-being of teachers. Barker and Martin(2009) also showed that when teachers are happy they teach well to their students and they are more able to give to their students. For the study, Reliability was measured to find the internal consistency for the burnout scale; the Cronbach's alpha value was 0.91, which is within the recommended interval of 0.7-0.95. Factor analysis was conducted to find the construct validity.

Results showed that there was a medium level of burnout in teachers due to technological use and teachers are satisfied with their job. The hypothesis of this study was, "lesser the level of burnout due to the use of technology, higher will the well-being" and this relationship is mediated with job satisfaction. Results showed that job satisfaction mediated the relationship of burnout with well-being confirming the hypothesis. Through job satisfaction, the level of burnout decreased and there was a higher level of well-being. Results showed that job satisfaction is a significant predictor of well-being. There was a strong positive correlation between burnout and well-being. Person-environment fit theory was applied which states that it is related to that what degree an individual fits or is compatible to their environment to the degree they feel stressed. If the person is fit in the environment then he does not feel stress or burnout from his job. So, the results finding showed that teachers fit into the environment of distant teaching, majority of the teachers were satisfied with the jobs and so their well-being was higher, they enjoyed their job. This environment has a positive effect on them as they fit into that environment. The mediation job satisfaction was used in the research that it acts as a mediator between well-being and burnout, if teachers are satisfied with their job in that environment then there will be lower levels of burnout in them and there will be higher levels of well-being in them. The majority of the teachers included in this study was under the age group of 25-35

years, they have more technical skills and were more comfortable in the environment in which they were teaching. A study was conducted by Thomas (2002), in which it has been shown that 635 teachers were satisfied and reported positively for online classes while 8% reported that they were dissatisfied with online teaching. Thomas (2002) found that only 10% of teachers had an issue with online teaching but most teachers have a high level of satisfaction with online teaching. For the teachers who were dissatisfied with the technology, there should be proper training for them so that they could fit into that environment. Sobel's test determined the reduction in the effect of burnout through job satisfaction.

Limitations

- We should have selected more universities, for the data collection. The data was acquired just from three universities in Lahore.
- Due to the Covid-19 pandemic, the sample size was smaller.
- The questionnaire was too long; there should be a shorter version of the survey questions.

Implications

There should be a need of giving more advantages to teachers so that they are satisfied with their job and perform their tasks in a better way. There is a possibility of increasing their salary or promotions, if required, as a mechanism to promote productivity and job satisfaction.

Future research

In future studies more variables as well as the use of random sampling methods would be applied. We can also take other mediators like work-family balance in future studies. The use of a broader sample for research and more universities for study can also provide interesting findings. For future results, face-to-face mode for the collection of data should be used.

Recommendations

Job satisfaction plays an important role, it is necessary to satisfy teachers with their jobs; if they are satisfied with their jobs they will be able to give more to their students as they will not feel burnout, stress, or depression. Their well-being level will be high, but if they are not satisfied with their jobs, they would feel exhausted, burnout and the level of burnout in them will be higher due to which they will under-perform. Hence, their well-being will be affected. For the teachers who are aged, it would be necessary to provide the proper training to use technology, so that they do not feel hesitation in their work and perform well in their tasks.

Conclusion

The study was conducted to find out how online teaching affected the well-being of teachers with the relationship of two variables and a mediator. Technology has become an important part of education and for the professional growth of teachers. Moreover, derived from different factors, technology has brought some mental consequences. It is observed that when teachers lack the skills regarding the usage of technology, they mostly feel burnout and stress; they are not feeling satisfied with their job, but if they have proper skills to use the technology, they would be more comfortable with the environment, and their well-being would be effected positively. There was a strong positive correlation between burnout and well-being which was statistically significant; there was a strong positive correlation between job satisfaction, well-being, and burnout. When teachers are satisfied with their job as they fit that environment then there is a lesser level of burnout and there are higher levels of well-being in them. So, the hypothesis was proved. For the teachers who are dissatisfied with the technology and do not feel comfortable with the environment, there should be a need for proper training, skill development,

and awareness program should be held for them, so that they may give their best to their students.

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Appendix A:**RESEARCH CONSENT FORM FOR RESPONDENTS**

Name of Researcher
Fatima Abid
Title of study
Effect of online teaching on the well-being of teachers in Lahore, Pakistan

Please read and complete this form carefully. If you are willing to participate in this study, ring the appropriate responses and sign and date the declaration at the end. If you do not understand anything and would like more information, please ask.

- I have had the research satisfactorily explained to me in verbal and / or written form by the researcher. **YES / NO**
- I understand that the research will involve: *(a questionnaire will be filled, which will be kept confidential, e.g. the time involved 20 mins)* **YES / NO**
- I understand that I may withdraw from this study at any time without having to give an explanation. **YES / NO**
- I understand that all information about me will be treated in strict confidence and that I will not be named in any written work arising **YES / NO**

from this study.

- I understand that my emails will not be shared for confidentiality and anonymity when Google surveys will be emailed. **YES / NO**

I freely give my consent to participate in this research study and have been given a copy of this form for my own information.

Signature: -----

Date: -----

Appendix B:

Survey Questionnaire

Demographics:

Age: _____

Gender: a) Male b)

Female

What is your year of

teaching?

- 1) Less than 5 years
- 2) 5 to 10 years
- 3) 11 to 15 years
- 4) Above 15 years

Monthly Income:

- a) Below 100,000 b) 100,001-1,99,999 c) 2,00,000-2,99,999 d) 3,00,000- and above What

is your qualification?

1. Masters
2. PhD

3. Post PhD

Questionnaire to measure burnout by JAWS

Below are a number of statements that describe different emotions that a job can make a person feel. Please indicate the amount to which you experience any of these emotions due to online teaching during COVID-19 pandemic.

Please check one response for each item that best indicates how often you've experienced each emotion due to online teaching during COVID-19 pandemic.	Never	Rarely	Sometimes	Quite often	Extremely often
1. My job made me feel angry.					
2. My job made me feel anxious.					
3. My job made me feel at ease.					
4. My job made me feel bored.					
5. My job made me feel calm.					
6. My job made me feel content.					
7. My job made me feel depressed.					
8. My job made me feel discouraged.					
9. My job made me feel disgusted.					

10. My job made me feel ecstatic.					
11. My job made me feel energetic.					
12. My job made me feel enthusiastic.					
13. My job made me feel excited.					
14. My job made me feel fatigued.					
15. My job made me feel frightened.					
16. My job made me feel furious.					
17. My job made me feel gloomy.					
18. My job made me feel inspired.					
19. My job made me feel relaxed.					
20. My job made me feel satisfied.					

Questionnaire on job satisfaction

	<p>JOB SATISFACTION SURVEY</p> <p>Paul E. Spector</p> <p>Department of Psychology</p> <p>University of South Florida</p> <p>Copyright Paul E. Spector 1994, All rights reserved.</p>	
	<p>PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.</p>	<p>Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much</p>
<p>1</p>	<p>I feel I am being paid a fair amount for the work I do.</p>	<p>1 2 3 4 5 6</p>
<p>2</p>	<p>There is really too little chance for promotion on my job.</p>	<p>1 2 3 4 5 6</p>

3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6

13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6
19	I am satisfied with online method than delivering method	1	2	3	4	5	6
20	Technical problems do not discourage me.	1	2	3	4	5	6
21	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
22	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
23	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6

24	The benefit package we have is equitable.	1	2	3	4	5	6
25	There are few rewards for those who work here.	1	2	3	4	5	6
26	I have too much to do at work.	1	2	3	4	5	6
27	I enjoy my coworkers.	1	2	3	4	5	6
28	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
29	I feel a sense of pride in doing my job.	1	2	3	4	5	6
30	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
31	There are benefits we do not have which we should have.	1	2	3	4	5	6
32	I like my supervisor.	1	2	3	4	5	6
33	I have too much paperwork.	1	2	3	4	5	6
34	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
35	I am satisfied with my chances for promotion.	1	2	3	4	5	6
36	There is too much bickering and fighting at work.	1	2	3	4	5	6

37	My job is enjoyable.	1	2	3	4	5	6
38	Work assignments are not fully explained.	1	2	3	4	5	6

Questionnaire on wellbeing

Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)5,6

	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	None of the above	Rarely	Some of the time	Often	All the time
1	I have been feeling optimistic about the future.	1	2	3	4	5
2	I have been feeling useful	1	2	3	4	5

3	I have been feeling relaxed.	1 2 3 4 5
4	I have been dealing with problems well	1 2 3 4 5
5	I have been thinking clearly	1 2 3 4 5
6	I have been feeling close to other people	1 2 3 4 5
7	I have been able to make up my mind about thing	1 2 3 4 5
8	I have been feeling cheerful.	1 2 3 4 5
9	I had energy to spare.	1 2 3 4 5
10	I have been feeling good about myself.	1 2 3 4 5
11	I have been interested in new things.	1 2 3 4 5
12	I have been feeling confident.	1 2 3 4 5



FORMAN CHRISTIAN COLLEGE
(A CHARTERED UNIVERSITY)

Appendix C:

[University Name]

[Concerned Authority],

[Date]

Dear Sir/Madam,

Subject: Permission to conduct research at [University Name]

My name is Fatima Abid. I am a student of BS (Honors) in the Department of Sociology at the Forman Christian College. I am seeking permission to do research in your university. I am conducting research on “Effect of online teaching on the wellbeing of teachers in Lahore, Pakistan”.

The research will entail collecting data from teachers of your university. I will invite individuals from your university to participate in this study. If they agree, they will be asked to fill the online sent questionnaire via email.

Participants will be asked to give their written consent before the research begins. Their responses will be treated confidentially, and identities (their names, emails, and the name of the university) will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study.

The results will be used only for academic research purposes. The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

All research data will be destroyed after using it.

I therefore request permission in writing to conduct my research with your worthy consent.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Fatima Abid.

221436454@formanite.fccollege.edu