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Analysing Faculties Perspective towards Psychological Outcomes of Online Education

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Abstract

While there are many advantages to an online education, there are also some disadvantages, including difficulties with motivation, isolation, and burnout. These psychological effects on students and teachers can be mitigated via adequate preparation, well-designed courses, and a welcoming virtual community. If these problems are fixed, everyone involved in online education will have a better experience. The rapid growth of online learning has caused a sea change in how educators approach their classrooms and the processes of teaching and learning. From the perspective of the mental health of teachers, this study looks into the effects of online education. In recent years, there has been a rise in the popularity of online universities. By understanding the challenges faced by their faculty and taking preventative measures to improve their mental health, educational institutions can successfully navigate the ever-changing landscape of online education while protecting the general well-being of their personnel. The main goal of this research is to study the challenges faculties, face in online teaching, to explore & analyse the factors considered by faculties towards POOE "(POOE means Psychological Outcomes of Online Education (POOE)", to find the association of demographic factors with POOE "(POOE means Psychological Outcomes of Online Education)".

*Keywords:* Psychological Outcomes, Online Education, Faculties, perspective

Introduction

Over the past few years, online education has become a prominent aspect of the educational landscape. The international world is presently faced with the complex challenges arising from the COVID-19 pandemic (Sharma, 2018). As a result, there has been a notable increase in the utilization of online learning modalities. The revolution indicated above has not only affected students and institutions, but it has also had a significant influence on the perspectives of educators and faculty members. The present study aims to investigate the perspectives of faculty members regarding the psychological ramifications related with online education. Faculty members have a vital role in shaping the online educational experience since they are tasked with the development, delivery, and assessment of instructional materials. The attitudes, approaches, and adaptability of students during this transition can have a substantial impact on their psychological well-being and academic achievements (Jadhav, 2016). This study aims to examine the psychological implications of online education, including variables such as student motivation, engagement, and mental health. This study aims to explore the challenges faced by educators in adapting to the digital teaching environment, as well as the strategies they employ to mitigate potential negative psychological effects on both themselves and their students. In the contemporary period of shifting to online

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education, it is crucial to gain an understanding of the perspectives held by faculty members regarding the psychological ramifications involved with this move (Prasad, 2023). A comprehensive grasp of this knowledge is crucial for effectively identifying and implementing the most effective strategies, overcoming challenges, and cultivating an online educational setting that promotes successful instruction and acquisition of knowledge.

Challenges Faculties Face in Online Teaching

Faculties who are attempting to make the shift to a digital educational environment frequently run into a variety of difficulties and barriers. These challenges can have an effect on their pedagogical approaches, as well as their health and their general efficacy.
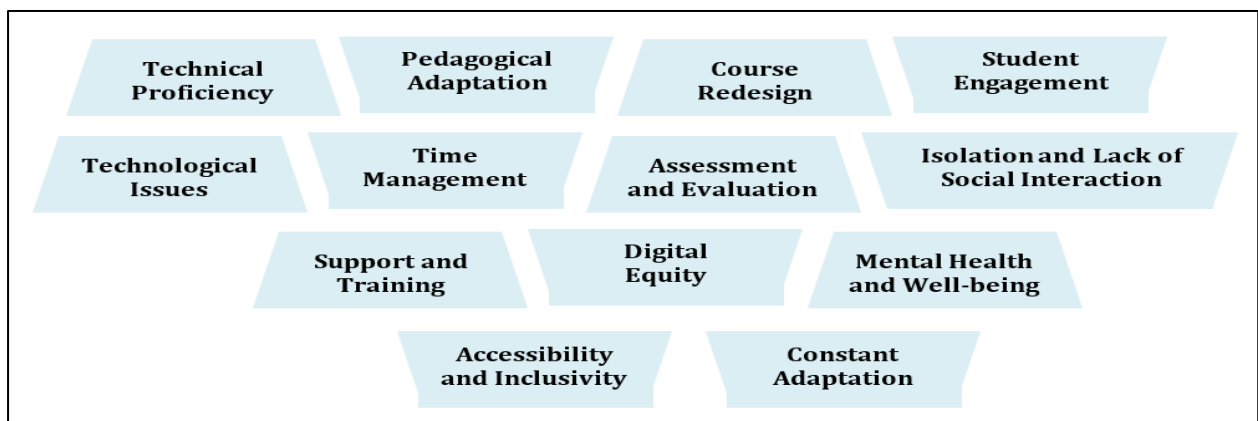
Figure 1: Faculties Face Challenges in Online Education

The following is a list of common difficulties that educators experience when making the transition to digital teaching:

- It's possible that many teachers don't have the necessary level of expertise with the technology and tools needed for online instruction. They must acquire the skills necessary to make efficient use of digital tools such as learning management systems (LMS), video conferencing software, and other similar programs.
- Moving away from more traditional methods of instruction and toward online pedagogy can be a difficult process. In order to maintain students' interest in a virtual setting, teachers need to reevaluate and modify the instructional tactics they use.
- Changing traditional classroom-based instruction to an online format frequently necessitates a significant reworking of the curriculum. It can be time-consuming for educators to ensure that content is appropriate for transmission online because of this requirement.
- Participation and Engagement of Students: One of the most prevalent challenges faced by instructors of online courses is the maintenance of student participation and engagement. Students may get disengaged or distracted in a digital environment, necessitating the development of new tactics by educators in order to maintain their participation in the learning process.
- Problems with technology, such as difficulties with internet connectivity or hiccups in software, can impede the smooth operation of online classrooms and frustrate both instructors and students.
- It's important to be efficient with your use of time when teaching online, especially if you're in charge of more than one class. The pressure to create, distribute, and manage content for internet platforms can be daunting.
- Adapting traditional forms of testing to fit the requirements of online education can be a challenging process. The ability to evaluate student achievement in a relevant and trustworthy manner while preventing cheating is a necessity for educators (Brown, 2018).
- When teaching online, educators may experience feelings of isolation because they lack the social connection and classroom dynamics that are present in traditional settings.

- It can be difficult for educators to make a smooth transition to online teaching if they do not receive proper training and support from the institutions they work for.
- Equity in digital technologies can have repercussions for both educators and the pupils they teach. There may be disparities in the learning environment due to the fact that some teachers and pupils do not have access to the essential technology and high-speed internet (Rank, 2021).
- Finding a happy medium between your personal and professional life can be difficult and may even lead to burnout. There is a possibility that those who work in education will face sentiments of isolation and frustration.
- Educators need to put in additional work in order to guarantee that online courses are accessible and inclusive for all students, including those with impairments. Providing online education in this manner is a challenge.
- The environment in which digital instruction is delivered is always developing. In order to maintain their efficacy as educators, teachers need to remain current with emerging technologies and pedagogical practices (Mustafa, 2021).

Review Literature

The utilization of online education has emerged as a prominent method of instructional delivery, providing learners with enhanced flexibility and increased accessibility. This literature review aims to analyze the psychological consequences linked to online education, taking into account the viewpoints of both students and faculty members. According to a study conducted by Smith (2019), it was shown that students enrolled in online courses may encounter a decrease in their intrinsic motivation as a result of diminished opportunities for face-to-face interactions. Nevertheless, meticulously crafted online courses possess the ability to sustain or even amplify motivation by fostering active participation and facilitating self-directed learning opportunities. According to the study conducted by Brown (2018), individuals enrolled in online educational programs may encounter emotions of solitude and social disconnection. The implementation of virtual peer contacts, discussion forums, and joint projects has the potential to alleviate the psychological issues at hand.

The study conducted by Garcia (2020) investigated the experiences of faculty members during the process of shifting to online teaching. The findings of the study indicate that faculty members have the capacity to adjust to online teaching when provided with sufficient training and support, resulting in a decrease in stress levels and an improvement in their psychological well-being. In a study conducted by Clark (2017), the author noted the potential danger of burnout among faculty members who are responsible for teaching online courses. Enhancing faculty psychological well-being can be achieved through several strategies, including as managing workloads effectively, offering opportunities for professional development, and fostering a supportive online community. The study conducted by Johnson (2019) investigated the viewpoints of multiple stakeholders, encompassing students, faculty members, and administrators. The significance of establishing congruent goals and expectations is underscored in order to promote favorable psychological outcomes for all participants engaged in online education. In a scholarly article by Taylor (2016), a comprehensive examination was conducted to elucidate the mental health ramifications associated with online education, affecting both students and staff members. This statement highlights the significance of effectively managing the equilibrium between work and personal life, as well as fostering social relationships, in order to enhance one's psychological well-being.

Research Methodology

The present study is based on analysing faculties perspective towards psychological outcomes of online education. The study is compiled with both descriptive as well as inferential statistics. The simple random sampling method has been used for the collection of data so that the sample can better represent the population. Sample size 209. Data has been collected from different demographic groups through the structured questionnaire. The data analysis has been done using SPSS. Tables, charts and percentage analysis have been used for descriptive study. Further inferential statistics i.e., the chi-square test has been adopted to find the association between demographic factors and the dependent variable.

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Objectives of the Study

- To study the challenges faculties, face in online teaching.
- To explore & analyse the factors considered by faculties towards POOE "*(POOE Means Psychological Outcomes of Online Education (POOE)"*.
- To find the association of demographic factors with POOE "*(POOE Means Psychological Outcomes of Online Education)"*.

Hypotheses

H1: There is an association between gender & POOE

H1: There is no association between gender & POOE

H2: There is an association between age & POOE

H2: There is no association between age & POOE

H3: There is an association between qualification & POOE

H3: There is no association between qualification & POOE

H4: There is an association between designation & POOE

H4: There is no association between designation & POOE

H5: There is an association between experience & POOE

H5: There is no association between experience & POOE

Results and Discussion

The data has been collected from the faculties. Following are the demographic profiles of the respondents:

Table 1: Demographic Profile of Respondents

Demographic Profile of Respondents		Frequency (Freq.)	Percent (%)
Gender	Female (F)	121	57.89%
	Male (M)	88	42.10%
Age	Below 24 years	51	24.40%
	24-28 years	126	60.29%
	28-32 years	12	5.74%
	Above 32 years	20	9.57%
Qualification	Graduation	48	22.97%
	Post-graduation	60	28.71%
	Ph.D	90	43.06%
	Other	11	5.26%
Designation	Assistant Prof.	141	67.46%
	Associate Prof.	20	9.57%
	Dean	05	2.39%
	Director	10	4.78%
	Visiting Prof.	15	7.18%
	Other	18	8.61%
Experience	Below 5 yrs	125	59.81%
	5-8 yrs	37	17.70%
	8-11 yrs	24	11.48%
	Above 11 yrs	23	11.00%

Table 2: Factors considered by Faculties Towards (POOE) in terms of Teaching Experience, Training and Support, Technology Competency

	Highly Considered Factors	Moderate Consideration	Somewhat Consideration	Ignore	Neutral
Teaching Experience	69	41	39	21	39
Training and Support	79	81	23	05	21
Technology Competency	74	53	47	10	25

Table 3: Factors considered by Faculties Towards (POOE) in terms of Institutional Policies and Practices, Student Engagement, Student Feedback

	Highly Considered Factors	Moderate Consideration	Somewhat Consideration	Ignore	Neutral
Institutional Policies and Practices	72	69	30	05	33
Student Engagement	81	36	57	16	19
Student Feedback	96	45	29	14	25

Table 4: Factors considered by Faculties Towards (POOE) in terms of Pedagogical Tools and Resources, Workload and Balance, Student Preparedness

	Highly Considered Factors	Moderate Consideration	Somewhat Consideration	Ignore	Neutral
Pedagogical Tools and Resources	74	71	36	16	12
Workload and Balance	94	39	28	16	32
Student Preparedness	59	48	43	07	52

Significant relationship among Respondents/ Demographics and Psychological Outcomes of Online Education (POOE)

Table 5: Association between variables using chi-square test

Demographic- Dependent variable	χ^2-Value	Df	Asymptotic P-value	Hypothesis Results
Gender ⟶ Considering (POOE)	09.321	5	0.065	Yes
Age ⟶ Considering (POOE)	41.636	11	0.061	Yes
Qualification ⟶ Considering (POOE)	22.115	111	0.071	Yes
Designation ⟶ Considering (POOE)	29.718	19	0.068	Yes
Experience ⟶ Considering (POOE)	37.641	11	0.076	Yes

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Findings of the study

- Online instructors may see the psychological effects of online education more favorably. They may handle online learning obstacles better.
- Online teaching training and assistance can change faculty attitudes. Faculty in schools with considerable training and resources are more likely to see online education positively for psychological reasons.
- Technology knowledge and skill can affect teacher opinions. Technologically savvy people are more likely to consider online education as a valid and effective means of instruction.
- Institutional regulations and procedures may affect faculty views. Implementing supportive and adaptable policies may result in positive attitudes, yet inflexible or poorly executed policies may result in negative attitudes.
- Faculty may see online education more favorably if they see student participation and achievement in their courses. The ability to foster engagement and dynamic learning online may be vital.
- Faculty may be influenced by student feedback in online courses. Positive feedback supports the idea that online education improves student mental health.
- Excellent online instructional tools and resources can impact faculty opinions. Tools that enable dynamic and interesting learning can improve views.
- Workload and work-life balance affect online professor attitudes. The perception of online instruction as difficult may lead to negative views.
- 8. Faculty may view students' online learning readiness differently. Well-prepared and motivated students may improve faculty attitudes.
- Faculty study on online education may lead to a more informed and positive opinion.
- Faculty opinions can be influenced by personal beliefs. Online education may appeal to those who are open to change. COVID-19 has greatly impacted online education adoption. The rapid switch to online training may have shaped faculty members' good and negative pandemic experiences.
- Faculty viewpoints may depend on the subject matter. Some subjects are better for online learning, while others are harder.

Conclusion

A number of elements have the potential to shape the opinions of faculty members regarding the psychological effects of receiving an education online. These viewpoints may take into account the effects that online education has not only on students but also on themselves. There may be a variety of complexities and layers to the faculty's viewpoints on the psychological effects of online education. It is crucial for educational institutions to take into consideration these characteristics while establishing and providing support for online education. Doing so will ensure that instructors can effectively engage with students and provide assistance within the context of an online learning environment. Educators can benefit from continuing their education, receiving technical help, working together with colleagues, and being willing to adapt to new circumstances in order to overcome these challenges. In order to be an effective online teacher, it is often necessary to have a growth mindset and to continue learning in order to overcome these issues and challenges.

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