



THE IMPACT OF COVID-19 PANDEMIC ON PERSONAL AND PROFESSIONAL LIFE OF KARACHI UNIVERSITY TEACHERS

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Abstract

The COVID-19 epidemic has posed substantial issues to the global higher education sector, particularly in Pakistan. The global academic community responded to the COVID-19 epidemic by shifting to distance learning, with the vast majority of courses being provided online throughout the outbreak. A large number of researchers have shared their work on online teaching and learning in a variety of various methods with the public. As a result of the global epidemic, several Schools, Colleges, and Universities have cancelled physical education programs. In this research report, we discovered that the COVID-19 pandemic, as well as social and emotional pressures, was the primary causes of the negative effects on Karachi University Faculty. These consequences reveal themselves in the participants' personal as well as professional lives. In terms of their professional role, participants reported that the additional time and attention that they dedicated to learning new technologies, implementing new teaching practices, receiving support from co-faculty members, and striving to meet their



perceived obligations as scholars had an emotional impact. While conducting online classes during the COVID-19 epidemic, this study focuses on a number of concerns and challenges that University Faculty encountered. Faculty members are dealing with high levels of stress, hopelessness, rage, and grief. There is a significant increase in workload, and they claim that their work-life balance has deteriorated. They talked about the strategies, tools, and tactics they used to get out of this situation, whined about technology, and went back to their normal lives, emphasising the impact of trauma on both their personal and professional lives. They also talked about the impact of trauma on their personal and professional lives. There has been a substantial impact on the lives of faculty members as a result of the epidemic, with possibly important effects for the future. The findings imply that efforts should be made to improve assistance and professional training sessions should be held at the departmental and faculty levels to enable them to continue their research and other educational activities without experiencing stress or trauma in the future.

Key words: Covid-19, pandemic, Karachi university teachers, higher education sector, personal and professional life.

Introduction

The global pandemic Covid19 has caught the world under its implications. The restrictions have been removed due to the reduction in the disease spread and viral infection. The after impacts of the Covid19 are much visible and operational on the main account of changing the world perspectives (Dawood, 2020). Society has faced its after impacts, and in that consideration, the impacts are not only restricted to the medical and economical operations. There is an increased connection between the social and emotional well-being of mankind. All over the world, researchers have been working on the Covid19 implications in the various fields of life and in that proportion, the mental well-being cannot be underestimated in the main approach of working (Zhang, 2020). Mental well-being is a composition of different factors. In order to identify the impact of Covid19 on the factors of mental well-being, social and emotional well-being has been considered on the main account of working. The motivations of the researcher are to work on the considerations to evaluate how the pandemic has an impact on the professional and personal life of the professors. The teachers have been working effectively on the main motivation for providing better education facilities to the students, but on the other hand, working from home during the pandemic has not only impacted the education methods. The impacts on teachers or scholars are also important to consider due to the adaption of online education tactics.

Covid19 impacts the activities for daily life in which education has shifted from the physical education online platforms, and this shift was not easy for the students and for the



teachers as well (Barchas-Lichtenstien et al., 2020). The considerations for the impact of students are not the primary concern of the study, as the impact on the professors or teachers has been considered as the main consideration. The differences might occur in the various levels of teaching professions. It is possible that the teachers in the universities may have faced different problems as compared to the school teachers. To provide a more precise and specific approach to the research and its results, the researcher has worked on a specific segment of teaching or teacher's profession. The main composition is related to the university teachers, and the focus group working for them is related to the approach of Karachi University.

Aims and Objectives

The main aim of the research is to analyse how Covid19 has an impact on the personal and professional life of the professors belonging to Karachi University in the provision of Online Education.

Objectives

- To evaluate the impact on the emotional and social well-being of the professors.
- To understand the impact of online teaching on the personal and professional life of Professors.
- To identify how the provision of online teaching has an impact on the mental well-being of professors.
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Significance of the study

The past study by Ciotti et al. (2019) has stressed that the crises in the past have brought extensive problems for the people, and individuals from all the domains are highly impacted. In 2019, the pandemic of covid-19 emerged and disrupted the operations of the entire world and also contributed to immense social and economic problems. The COVID-19 outbreak affected various people, including the teaching professionals and is extremely vulnerable to all the social groups. The pandemic of covid-19 has also played a vital role in increasing poverty and has become a great obstacle for all the social groups, and has pushed the lower middle class behind the poverty line. The teaching professionals have been greatly impacted, and the pandemic of COVID-19 has also disrupted the teaching methods and has caused problems for the students. It has been analysed that extensive research is taking place to tackle the ongoing crisis of the pandemic of covid-19 (Waris et al., 2019). Efficient strategies have been greatly produced to minimise the effect caused by the pandemic, and the alternative of online teaching sessions has been introduced in order to fill in the gap for physical education.

This study is immensely significant as it highlights how covid-19 has caused problems for the individuals, especially the professionals in the teaching sector and what measures can be adopted to combat the pandemic of covid-19 so that the effect can be minimised at the earliest. This study is also highly significant as it plays a vital role in addressing the social problems and



also the effective strategies that can be executed in order to overcome the social problems such as poverty, inequality, exclusion, etc. In addition, this study also sheds light on various measures that can be taken by the professionals, particularly from the teaching sector, so that effective measures can be taken in a timely manner and future inconveniences can be avoided to the fullest.

Research problem

The past literature has stressed the impact of covid-19 on the lives of individuals and has also stressed that the teaching sector is facing immense problems as the educational system has shifted from the physical environment to the online environment (Chakraborty and Maity, 2020). In addition, the higher education system has different problems when compared with those of the primary education system and can also enhance with the passage of time if adequate measures are not taken. The past literature has highlighted the problems, but none of the research has specifically focused on the teaching sector of Pakistan in detail, along with the measures that can be taken in order to combat the pandemic of COVID-19 and revive the educational sector. This study will immensely focus on the provision of an excellent approach to the targeted university, Karachi University, that will assist in broadening the research area and will also maximise the practices that could be taken to improve the quality of education of the future generations.

Literature Review

In the consideration to generate the perspective related to the professors at the Karachi University, the experimentation and data collection has been performed. But in order to develop a general perspective regarding the impact on Professors, the considerations from literature have been approached. In that proposition of working, there are different kinds of observations regarding the personal and professional levels of working during and after the recent pandemic.

Impact Covid19 on Personal Life of Karachi University Teachers

Research by Aubry et al. (2021) explored the impact of Covid19 on the teachers, authors performed a survey with the professors of ecology and evolutionary biology departments in the US, and it was the result of the research, it was identified that the female professors or assistant professors with a teenage or child to care to take face a lot of difficulties and in that proportion of working it was observed that the life-cycle had been disturbed during the pandemic, and they expect that the negative impacts will last longer (Aubry et al. 2021). In another research, it has been observed on the main account the professors have faced the considerable dilemma of learning new approaches for the provision of quality education and in that approach of working it has disturbed the personal life of the professors due to less motivation for the work, considerable approaches for the financial problems (Santos et al., 2021). The teachers have faced the problem of stress and overburden in the context of Covid19. As in the pandemic, due to the context of online education, the various opportunities are very important to consider, and in that



consideration, for providing the quality education, the stress levels are much higher and, in that approach, the personal life is very much disturbed (Daruka and Hoxha, 2020).

The stress and anxiety have been one of the most common problems in the case of Covid19, and in that proportion, it has been seen that the faculty member has faced a lot of problems in the starting year of the Covid19 and considerably, the chances are much operational for the development of stress and anxiety. The racial tensions and the anxiety have caused a deliberated impact on the researchers (Belikov et al., 2021). The personal life of the professors in the university has been considered on the main approach of working, and in that considered the most economical approach is to see about the impact on the private life and from the research it has been seen that on the main proportion the 65% of the professors have complained that their private life has been disturbed badly due to the online education and pandemic (Vital-Lopez et al., 2022).

The psychological consideration of mental health is very important, and, in that respect, it has been seen that on account of the practical approach, there are several other things to consider (Santos et al., 2020). The anxiety and depression due to online education have increased among several professors, and on that basis, it has been seen that this type of anxiety and depression is much more operational for the people to consider (Belikov et al., 2021). Education is the fundamental right of every individual, and in that respect, it has been seen that the various practices of working are much more operational for the professors to consider (Daruka and Hoxha, 2020). Moreover, it has been seen that on the online platform, there are several things that need to be considered, such as time management, work-life balance, and adaptability (Vital-Lopez et al., 2022). This type of approach is much more operational for the teachers to consider as they have to manage their work, and at the same time, they need to focus on their personal life as well.

Influence of Covid19 on Professional Life

In the professional context, the social consideration is very important, and from the research, it has been observed that on the main account the, Covid19 has an impact on the social life of the professors due to the recursion of various techniques and development of various accommodations (Santos et al., 2021). There are certainly other considerations in which the main idea and working are much operational regarding the impact on the professional life, and in that approach, there are various other considerations in which the use of electronic products is very important to consider in the proportion of considering the better approaches for the impact of Covid19 on the professors, 38% of the professors claim that the use of electronic devices impacts the various aspects of emotional well-being (Vital-lopez et al., 2022). There is also a difference between the considerations of impact on the university professors, and in that slant, it has been seen that different professors are facing different social and emotional impacts (Kotini-Shah et al., 2021).



The psychological condition of the professors has an impact which is severe due to the various methods of working, and in that consideration, there are operations in which the main idea of working the Italian professors have been seen to face the various approaches of majority as their social life has been disturbed due to the emotional or psychological context (Casacchia et al. 2021). The pandemic has increased the stress on the main approach the professors in Japan have faced the significant impact on the various practices of working. There are several other factors in which the professors have complained that online education has increased the destruction in the overall approaches to the main idea of social life and its benefits with respect to physical health and activities (Huang, 2022).

Impact on the emotional and social well-being of the University teachers

The impact of the pandemic has also been felt on a professional level. Due to the lockdown, many professors have had to cancel classes and move to online teaching, which can be challenging and time-consuming (Braun et al., 2020). In addition, the university has had to close down many of its facilities, including libraries and laboratories, which have made research difficult. Hence, the outbreak of COVID-19 has had not only a physical impact on the health of Karachi University professors but also an emotional and social one. A study by (Ronnie et al., 2022) found that faculty members experienced increased levels of anxiety, with nearly one-third experiencing moderate to severe levels of depression. This study also found that the pandemic has had a negative impact on social life because of a decrease in social interactions. This is likely due to the fact that many faculty members are working from home and are therefore not able to interact with colleagues on a daily basis. This lack of social interaction can lead to feelings of isolation and loneliness, which can further impact mental health. In fact, a study by Vital-Lopez et al. (2022) found that faculty members have negative impacts on their emotional well-being due to the increased use of electronic devices because of online teaching systems.

Impact of Covid-19 on the mental well-being of University Teachers

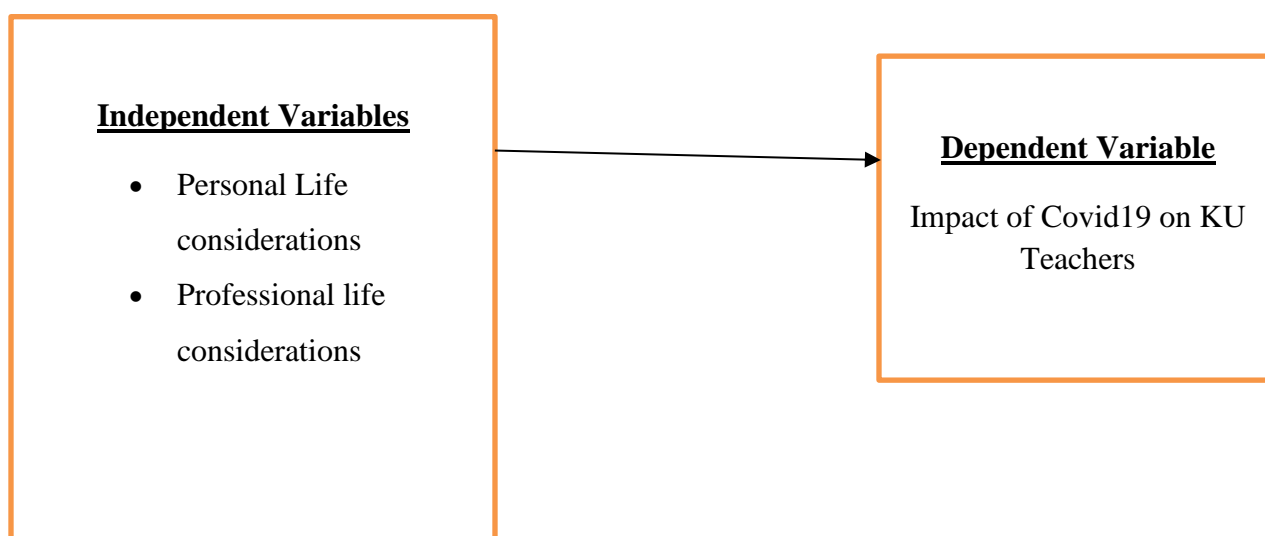
While the pandemic has had a negative impact on the mental health of Karachi University professors, it is important to note that they are not alone in this regard. The outbreak of the coronavirus pandemic has taken a toll on everyone's mental health, but it has been especially hard on professors (Çifçi and Demir, 2020). The pandemic has forced professors to suddenly change the way they live and work. Many have had to move their classes online, which can be a challenge for those who are not familiar with the technology. In addition, the pandemic has caused a lot of anxiety and stress for professors as they worry about their own health and the health of their students. The sudden change in lifestyle and the added stress of the pandemic have resulted in a decrease in the mental well-being of professors. The stress of the situation can be overwhelming, and many professors struggle to cope (Alves et al., 2021). Some are dealing with anxiety and depression, while others are struggling with insomnia and other sleep problems. Many are also dealing with the added stress of trying to care for their families while also teaching online. Moreover, the isolation of working from home can be difficult to adjust to. The



mental well-being of professors is an important issue that needs to be addressed. Hence the main reasons for mental stress are the sudden change in lifestyle and work routine, as well as the fear of contracting the virus (Çifçi and Demir, 2020). The stress of dealing with online classes and trying to maintain a work-life balance has also contributed to the mental health problems of professors.

Conceptual framework

The dependent variable in this study is the mental well-being of professors (Williams, 2020). The independent variables are the sudden change in lifestyle, work routine, and fear of contracting the virus. The mental well-being of professors is affected by the independent variables. The sudden change in lifestyle and work routine can lead to stress and anxiety. The fear of contracting the virus can also lead to mental health problems (Aubry et al., 2021). The lifestyle of professors due to the covid-19 pandemic has changed a lot. Their work routine, social activities, and daily routine have all been affected. The change in lifestyle has been sudden and drastic, which can lead to mental health problems. The work routine of professors has also changed. Many professors have had to move to online teaching, which can be stressful (Williams, 2020). They may also be worried about the quality of their teaching and whether their students are learning. The fear of contracting the virus is also a major concern for professors. They may be worried about their own health and the health of their families. This can lead to stress and anxiety.



Literature Gap

The literature on the impact of Covid-19 on the mental well-being of professors is limited. There is a need for more research on this topic in order to understand the extent of the



problem and to find ways to help professors cope with the stress of the pandemic. Moreover, the literature on the impact of Covid-19 on the mental well-being of other groups of people, such as students and healthcare workers, is also limited. There is a need for more research on the mental health effects of the pandemic in order to help identify ways to address the problem. In addition, the literature on the impact of the pandemic on the mental well-being of different professors in different parts of the world is also limited. There is a need for more research on this topic in order to understand the global impact of the pandemic.

Methodology

The methodology is an important section of the research as it provides the knowledge regarding how the researcher has worked on the identification of various approaches which have provided the answer related to the impact of Covid19 on the personal and professional lives of the professors in Karachi University.

Research Philosophy

The very first in this consideration is the research philosophy, and in that section, there are two main types of philosophies explaining the epistemological state of the research. The two types are interpretivism and positivism; the first one is related to the use of observations and reviews to have an idea of a generalised view the second one is related to the approach of more specific and certain consideration with the collection of factually based data (Alharashah and Pius, 2020). The researcher has worked on using the positivism philosophy to develop a more specific result with the statistical data.

Research Approach

The methodology also has the inclusion of a research approach in which the deductive research approach has been selected as it helps in testing a theory and creating a more statistical approach for the development of results (Woiceshyn et al., 2018).

Research Design

In consideration of research design, there are two types one is the quantitative and the other is qualitative. The quantitative research approach has been selected to work on in the following research as it complies with the motivation of reality-based data collection (Rutberg et al., 2018).

Data Collection and Analysis

The data collection is more organised with the use of focus groups, and in that approach, the professors have been considered for data collection. The analysis is based on the statistical analysis, and in that approach, the frequency analysis discusses both open and close-ended questions of the questionnaire. The demographics and each response frequency have been evaluated and discussed. The motivation revolves around the consideration of evaluating the



impact on the professional and personal lives of the professor. In consideration of research, the researcher has worked considering the various research ethics in which the consent of participants is very important to consider.

Research Ethics

The researcher has used the ethical considerations effectively and on the main proportion while conducting the interview with participants, and in this operation the consent of people and the valuation of not using their personal data has been considered.

Results and Analysis

In order to analyse how the Covid19 has impacted the professors of Karachi University, Pakistan, a questionnaire was filled from the professors, and in that questionnaire, the different numerical values have collected along with the various statements in the form of observations for the questions asked. The values have been interpreted through SPSS and have been analysed with the help of frequency analysis. There are three main factors of the analysis which are demographics, closed-ended questions and open-ended questions.

Demographics

In the demographics section, there are four main aspects which have been considered in the context of the following analysis, and these are the Gender, Age Group, Faculty and Designation.

		Gender			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	male	64	64.0	64.0	64.0
	females	36	36.0	36.0	100.0
	Total	100	100.0	100.0	

The table above shows the different percentages of both genders which have taken part in the process of data collection. It can be seen that in total, 100 professors participated in the research process, out of which there were 64 male professors and 36 female professors. It means that answers and results extracted have been dominated by the male professors at Karachi University.



		Age Group			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 30	53	53.0	53.0	53.0
	30-40 Years	26	26.0	26.0	79.0
	40-50 Years	14	14.0	14.0	93.0
	more than 50 Years	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

The age is very important as it provides an estimation of how the professors at various age groups have been affected by the implementation of online teaching and Covid19. From the above table, it can be seen that maximum professors are under the age of 30 years as out of 100, 53% of professors are under 30 years. 26% of professors are above the age of 30 years and less than 40 years, while 14% of the professors are between the age of 40 -50 years. There are only 7% of professors who are above 50 Years, and it shows that, on average, the considerations are more orientated with the perspective of people under the age of 30 years.

		Faculty			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Arts	40	40.0	40.0	40.0
	Faculty of Science	28	28.0	28.0	68.0
	Faculty of Islamic Studies	12	12.0	12.0	80.0
	Faculty of Management & Administrative Sciences	3	3.0	3.0	83.0
	Faculty of Engineering	15	15.0	15.0	98.0
	Faculty of Pharmacy.	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

In analysing the perspectives of various professors from the different departments, the main consideration in the analysis is majorly from the department of Arts. It means that out of 100, 40 professors are from the department of arts, while on the other hand, 28 professors are from the department of science. There are certain other departments which have been considered, and there have been 12 students from the faculty of Islamic Studies and 15 from the faculty of engineering. There are 2 professors from the faculty of pharmacy and 3 students from the faculty of management sciences.



		Designation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	34	34.0	34.0	34.0
	Assistant Professor	53	53.0	53.0	87.0
	Associate Professor	6	6.0	6.0	93.0
	Professor	4	4.0	4.0	97.0
	Other:	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Age is considered for analyse, but it is important that the role of professors also be analysed so that the results can be related to the proportion of the focus group according to their role. There are 53% assistant professors in the main population and 34% lecturers. In this consideration, it can be said that the results are halfway dominated by the mediating workload of the Assistant professor, and there are also 6% of participants in the position of associate professor. There are 4 participants working on the position of professor, and 3 participants are working on some other positions.

Quantitative Findings (Closed-Ended questions)

Impact on Personal Life

In consideration of close-ended questions asked, it was asked to form the professors how they felt about the impact of Covid19 related to social and emotional consequences. In the analysis, 48% of the professors responded to NO, and the remaining 52% responded to Yes and Maybe.

Do you agree about the impacts related to social and emotional consequences due to Covid 19 pandemic?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	48	48.0	48.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

But on the consideration of asking about these impacts related to the Covid19 and in that considerations, it has been seen that 48% of the participants said that the impacts of Covid19 are negative in consideration of various reasons for the professors.



What is your opinion about these impacts? either Positive or Negative?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	positive	28	28.0	28.0	28.0
	negative	48	48.0	48.0	76.0
	Other	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

But the reasons which the impacts have been negative are variety in operation like 28% of the professors said that the negative impacts are due to the time management. 41% called the online transfer of education system the main problem, and 13% of professors called the online teaching overall as the main problem. 12% of the professors have been called the use of technology as the main reason for the negative impacts.



If yes, then what are the impacts in your opinion?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	online teaching	13	13.0	13.0	13.0
	online transaction	41	41.0	41.0	54.0
	time mangemen	28	28.0	28.0	82.0
	use of technology	12	12.0	12.0	94.0
	reform teaching pedagogy	3	3.0	3.0	97.0
	Other	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

As nearly 48% of professors have called the Covid19 to have negative impact over the professor's personal life so in this consideration the online teaching has also been considered to evaluate the impact.

Did you deliver online lectures during lock down period?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	9.0	9.0	9.0
	No	46	46.0	46.0	55.0
	Maybe	21	21.0	21.0	76.0
	other	24	24.0	24.0	100.0
	Total	100	100.0	100.0	



From the table it can be seen that, only 9% of the professors have said that they have deliver the online education, while, 46% of the professors have said that they did not deliver online education. 24% of the professors have answered in other and thus on the overall it can be said that majority of participants have not deliver the online classes. The consideration of online education also raised the question regarding the means for providing the online education and university related work. In that consideration it has been observed that 48% of professors do not have any laptop or personal computer. Only 28% of the professors have the personal laptop and 24% answered in have or have not means in the broken or non-useable condition.

Do you have a personal laptop/computer for University-related work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	48	48.0	48.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

In the consideration of impact, it is important to understand that as the Covid19 has negative impact over the personal life of professors does it was worth for education and it that approach 48% of the professors said that No, the online education was helpful in Covid19 and only 28% professors claim that it is was beneficial. The professor were also asked that whether they were facilitated by the faculty in the university and in that consideration almost half of the professors (48%)claim that they have not been provided any help by facility. Only 28% of the professors said about the positive support and 24% does not get the worthy enough support.

Do you think online teaching were helpful during Covid-19 lock down?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	48	48.0	48.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	



It has been shown that 28 per-cent of participants have been agreed with the given statement whilst the rest 48 per cent were against. However, 24 per-cent were not sure.

Does your faculty provide any help to conduct online classes during covid-19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	48	48.0	48.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

Related to online education there are certain other consideration on the personal note which have been asked during the questionnaire and in that phase, the personal impact was also identified and the impact on their projects was identified, it was observed that 48% of the professors faced the distracted impact on their research project.

Do your projects affected due to the Pandemic?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	48	48.0	48.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

In the delivery of online education, the technical training form the department was asked and in that approach it was observed that on the main identification that 48% of the professors claim that neither the training was provided to them, not any skill development session was provided to the professors. While on the other hand 28% of the professors said that they have attended the training and also they were provided the support in technical terms. Thus the personal impact and time management can be considered as a factor for the deviation.



Did you get the chance to attend any skill development program for conducting online classes during covid-19?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	48	48.0	48.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

The considerations regarding the professional and technical support from faculty as 28 percent of the participants have got chance of attending online skill development class.

Did you get professional and technical support from the faculty members during covid-19?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	48	48.0	48.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

As the online classes have occurred during the lockdown and almost less than 30% of the professors have delivered them during the Covid19 and in that consideration it was asked form them that whether they were aware of the online software like Zoom or any other and 48% of the professors claim that they were unaware of its use and only 28% professors were aware of its usage.

Do know how to use online meeting software for conducting online classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	28.0	28.0	28.0
	No	48	48.0	48.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	



If No, then how did you learn to use it?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From University colleagues	38	38.0	38.0	38.0
	From Online videos	31	31.0	31.0	69.0
	From any family member	24	24.0	24.0	93.0
	other	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

Those which were not aware of it were asked about how they learn it and in that approach 38% learned it from colleagues, 31% from the online videos, 24% from the family members and the 7% used the other sources. The overall teaching experience has not been very well as it can be seen from the obtained results that only 1% of the professors said that their experience was excellent, 39% people said that the experience was very poor and only 23% said that it was neutral.



Rate your overall teaching experience during nationwide Covid 19 lockdown?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 poor	39	39.0	39.0	39.0
	2	30	30.0	30.0	69.0
	3	23	23.0	23.0	92.0
	4	7	7.0	7.0	99.0
	5 excellent	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

Means that overall the mostly professors have rate their teaching experience as bad. In that specification the approach is also related to the context of impact on the social life. As during pandemic the social life has also been suffered on the main account of working, and the professors were also asked about it.



Professional Life

Few professors live at distant places from their homes, and in that sense the main problem is related to making connection using different medium of phone, zoom call and some others. It has been observed in the current analysis that only 1% professors claim it excellent, while 32% claim it to be poor and 36% less poor. 24% of professors said it to be neutral.



How easy is it to maintain social connections with family and friends (phone calls, Facetime, Zoom, Skype, etc.) not living in your home during the (COVID-19) pandemic?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 poor	32	32.0	32.0	32.0
	2	36	36.0	36.0	68.0
	3	24	24.0	24.0	92.0
	4	7	7.0	7.0	99.0
	5 excellent	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

The professors have been providing the online lectures and in that concept, their screen time was also analysed to have an idea about the connectivity on social platforms and it has been observed that majorly it has reduced as more than 41% professors claim that on the main priority the they use it less than 40 minutes a day and only 24% said that they use it for more than 3 hours.



Not including the time you spend for virtual University work, how much screen time are you spending (including your mobile phone, laptop, gaming device, TV)?--0-3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 30 minutes	41	41.0	41.0	41.0
	1-2 hours	28	28.0	28.0	69.0
	3 or more than three hours	24	24.0	24.0	93.0
	other	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

It can be said that the Covid19 had impacted negatively on the social life as well, and in that consideration, when the time to relax and socialise has been reduced, the professors were asked



for their stress level and support from family, in which 30% of professors said it was more than average stress, 35% called it poor for managing the stress and only 22% people called it to be very normal.

How much your stress level changed since the (COVID-19) pandemic started?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 poor	30	30.0	30.0	30.0
	2	36	36.0	36.0	66.0
	3	22	22.0	22.0	88.0
	4	11	11.0	11.0	99.0
	5 excellent	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

The support considerations from family during that time of bad stress levels and burden was also included in the questionnaire, and it has been analysed that 42% of professor had less than average support from family, 25% called it neutral, and 24% claimed the support to be very poor.

How much your family support you during covid-19? Rate according to your experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 poor	24	24.0	24.0	24.0
	2	42	42.0	42.0	66.0
	3	25	25.0	25.0	91.0
	4	8	8.0	8.0	99.0
	5 excellent	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

The support for the online class was also identified, and in that approach, 37% get less than average support, 27% get poor support from family and 24% people have neutral support from family in the delivery of online classes. The resting 12% have better experience in terms of support from the family.



How much your family supports you to conduct online classes during lock down? Rate according to your experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 poor	27	27.0	27.0	27.0
	2	37	37.0	37.0	64.0
	3	24	24.0	24.0	88.0
	4	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

Friends play a very important role in consideration of support, and it has been analysed that 39% of professors said yes to the support from friends in pandemics, and 37% said no.

Does your family life affected due to Covid 19 and nation wide lock down? 012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	46.0	46.0	46.0
	NO	31	31.0	31.0	77.0
	Maybe	23	23.0	23.0	100.0
	Total	100	100.0	100.0	

The support from family and the impact of Covid19 on the family life is important to understand in terms of social life, and it can be seen that 46% claim that yes, their life has been impacted by the Covid19 and 31% of people said No to the question.

Does your Friends circle supports you emotionally during global pandemic?012

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	39.0	39.0	39.0
	NO	37	37.0	37.0	76.0
	Maybe	24	24.0	24.0	100.0
	Total	100	100.0	100.0	



Social life also gets impacted due to the number of death, and it can be seen that 48% of people have faced deaths, while 52% of people said no.

Does any of your close relative/ friend died due to Covid-19?0-1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	48	48.0	48.0	48.0
	No	52	52.0	52.0	100.0
	Total	100	100.0	100.0	

The questionnaire also included the consideration of connectivity means, and it can be seen that majorly (37%) professors use the audio mobile calls, 33% considered the use of video calls and 30% people considered the use of video calls.

How do you maintain a social connection with your colleagues during the Covid-19 Lockdown?0-3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Through social Media	30	30.0	30.0	30.0
	Mobile audio calls	37	37.0	37.0	67.0
	Mobile video calls	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

Descriptive Open-Ended Questions Analysis

In the questionnaire, it was asked about whether they own the laptop/PC or not, and those saying no were asked about means to engage students during the Covid19, and in that sequence, one respondent said

"Most of the time, I connect through email and other social media sections on mobile."

The use of mobile has been increased effectively in the Covid19, as teachers and students have been using it for the purpose of connectivity, video calling and even for the online study (Subedi et al., 2020). Thus the mobile has been very effective in consideration of online education from the perspective of students and teachers.



Another question regarding the help from the faculty was asked in which a few of the professors responded that the faculty had supported them in conducting online classes, and they were asked how? In that approach, one respondent said;

"It was just like another group assignment; my colleagues and peers helped me where I lacked through text or video call."

It shows that those who have gained any help used technological sources for the development of understanding. In consideration of impact, 28% of the professors had responded that their research project got impacted and in that approach, when they were asked about how one of them quoted;

"I was unable to perform the experimentation in lab; moreover the burden of online classes and time management became the major problem."

The problem of social distancing majorly impacted the research project, and when they were asked about how they managed the deadline, most of them said;

"Request was implicated to the supervisor to increase the deadline understanding the current situation, and it was approved in most cases."

Most of the research work has been postponed due to the implication of social distancing. Thus it can be seen that in pandemics, the research projects have been delayed on the main approach working. In consideration of socialising, professors were asked about how they spend their family time, and in that case it answered as;

"Most of the time watching TV, discussing the conditions of global pandemic and planning on future measures on the dining table. The private family parties by home cooking can be count as extra part"

Thus it, can be seen that professors have considered the time as precious and enjoyed effectively with their family. In a same natured question regarding the impact of Covid19 on family life, 46% said yes and on asking how one professor said;

"I personally get more time to share with family, but the burden of online education causes the problems of time management"

The problem of time management can be considered as the main problem due to online teaching impact the personal life of professors in Covid, and when the emotional support from friends were an interesting answer was obtained as it says;



“Yeah, we used to have video calls, group video calls and it was fun”

And another question was asked about the death of family member and its impact on mental health, in that approach most of the respondents said;

“It is very disturbing to hear about the death of someone dearest to you and you are not even able to see him physically last time or to embrace him. It is one of the most desperate feelings”

It can be seen that Covid19 has impacted the mental and personal health of the professors and it has not only impacted the personal life, but also impacted the mental well-being of the professors in the Karachi University.

Discussion

Evaluate the impact on emotional and social well-being of the professors

The emotional and social well-being of the professors has been impacted badly, as from the analysis, it has been seen that majority of the professors have faced the problem in time management, and the incidents like deaths of friends and family caused a heavy impact on the mental health of the professors. The social well-being has been reduced; most professors imply very lower screen time apart from the virtual teaching. Moreover, the stress levels have been disturbed for the professors. Hamilton and Gross (2021) claim that during Covid19, the professors in the public education centres have faced impacts on the social and emotional well-being of the students. Thus it can be said that the time management, disease and the burden of online education have impacted the social and emotional well-being of professors at Karachi University.

Understand the impact of online teaching on the personal and professional life of Professors

The Covid19 has started the trend of online teaching, and in that scope to provide quality education, the professional and personal life of the professors have been impacted badly. From the analysis, it has been seen that 48% of professors have claimed that the Covid19 has impacted negatively on their personal life, they need to learn the various skills by themselves and the majority of the professors did not get any faculty and technical support. In this way, a lot of time gets into it and support from the family time was also a big issue due to the extra burden. Van Leeuwen et al. (2021) analysed that faculty experiences in the provision of better teaching have been impacted badly on the main approach. Thus on a contextual approach, it can be said that in the management of better education and learning new skills, the personal and professional life has been disturbed effectively during Covid19.



The provision of online teaching has an impact on the mental well-being of University Teachers

Online teaching, as discussed above, causes the professors to work on the new skills learning in which the support from family, friends and faculty is very important. As it has been observed that in the Covid, the professors providing online education required training and support (Belikov et al., 2021). But in the analysis, it has been observed that 30% of the professors have faced the bad/poor stress management considerations due to which the overall mental health of the professors has been disturbed. Thus it shows that the professors have faced a hard time managing their mental well-being while providing online education.

Conclusion

Summarised Findings

From the analysis and the discussion, it can be concluded that the Covid 19 has impacted the overall mental and emotional well-being of the professors at Karachi University. The frequency analysis has worked on providing the rate of impact on different functions, and as the focus group includes the 64% of male professors so it can be said that these impacts are the major depiction of the problems faced by the male professors. The pandemic has impacted the social and personal life, as where the professors get the chance to enjoy quality time with the family, the implication of online teaching impacted the quality time.

Majorly the professors have faced problems in providing online education as most of them were unaware of the use of technology to deliver the lectures, and they were not provided with any help from the department or faculty to learn the skills. The consideration of learning own and maintaining a quality education has caused an impact over the management of time, due to which the social and personal life gets ignored. The professors have faced poor management of stress levels, and the death of family and friends causes a lack of better mental health.

Recommendations

There are a few recommendations for the future research, and these are as follows:

- Research must have an equal number of male and female participants to have a variety of problems regarding both genders
- The specification for research is important as the variations can be developed on the personal life, professional life, online teaching and Covid19 itself separately to have a more variety of knowledge and observations.

Limitations

The research is based on the majority of male professors, which is a limitation as the answer has less contribution from female professors; thus, it provides less consideration for the female problems and impact. Moreover, the interview included the consideration of online



teaching and Covid19 general on the personal and professional life due to which the proper considerations regarding the specific section are missing. In future, the consideration regarding online education and the Covid19 separately is very important to develop.



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