Job Satisfaction and Performance of College Teachers in the Online Teaching Mode

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Abstract

The sudden switch to blended and online learning environment due to the global pandemic changes higher education and consequently influence college teachers' job satisfaction and performance. Challenges that the teachers teaching in colleges experienced while working under virtual learning environment are shown to have caused impacts on their job satisfaction and performance. This article aims to review the major designs or determinants affecting the satisfaction and effectiveness of the college teachers in online classes and potential consequences for the future. The online teaching mode seems to have its advantages and limitations to college educators. Flexibility is a strength of the school but there is a lack of enough technological support and student engagement as key factors to enhancing the teacher's job satisfaction. This can be achieved in the mentioned areas to support educators as well as improve the quality of online learning. Some of the recommendations include developing new, improved approaches to training that include teachers in online classrooms; upgrading the means of communicating with teachers working in online classrooms; and the creation of recognition and incentive systems designed to help teachers working in online classrooms. The study concluded that above mentioned initiatives can help to foster satisfaction and performance enhancing the long-term model of online teaching that help teachers and students.

Keywords: Job satisfaction, College teachers, online teaching, Teacher performance, Work-life balance, Technological support, Student engagement, Institutional resources, Recognition programs, Higher education

Introduction

The shift to online platform teaching has been embraced and at the same time faced by college's educators. It has to be understood that online teaching modes require new skills altogether, computer literacy, and the readiness to change teaching methods. These demands have in a way altered the professional experience that teachers have to go through, shapes they are satisfaction as well as performance at the workplace. Satisfaction means the emotional attitude of teachers to their responsibilities and conditions in which they work, while performance reflects how teachers function to teach and how they manage to capture the attention of students. The change to teaching in cyberspace has impacted the conventional roles of college teachers, how they work and learn and live. From the literature review, three major themes regarding factors affecting job satisfaction of college teachers in online teaching were identified including; colleagues and work environment: work-life balance and flexibility; technology resources and support; and students: engagement and feedback. All these elements are still closely connected to defining teachers', satisfaction, and, in turn, their performance in the context of virtual education. Training also should be readily accessible and convenient to meet the teachers' needs at their convenience. Teacher-friendly, self-enroll modules and webinars provide flexibility of the classroom, which enhances teacher training engagement as well as relieves pressure. In addition to that, through skill assessment and the consequent launching of training tailored to the challenges of each teacher, institutions can uniquely help individual professional development. Increased training sessions are of great value to the teachers and the institutions as well. Teachers who receive training to master how to teach online are more likely to report job satisfaction and they can improve the likelihood of student success. The institutions committed to such programs show faculty support, adopt a friendly working culture necessary for the retention of human asset and their professional development.

Literature review

Kardoyo et al. (2020) proposed enhancing teacher effectiveness in online instruction by offering learning activities before to and after educator training. The research aimed to ascertain the variations in instructors' perceptions of their pupils before to and after the training. Qualitative research methods included interviews, observations, and data recording techniques. The findings indicated that teacher training enhanced their performance. The research demonstrated that digital engagement between educators and learners was more effective. It not only enhanced learning results but also positively influenced students' attitudes towards the learning process. The project sought to enhance online pedagogical competencies via educator training. The author proposed that the research might function as a significant lesson and a paradigm for other Indonesian schools. Ali et al. (2021) said that billions of folks are significantly affected rapidly. The researcher said that the majority of countries suspended all social activities and instituted a state of lockdown. The educational process may still be conducted at colleges via online broadcasting. This article examined the experiences of university professors with online education due to the COVID-19 shutdown in Pakistan. The study anticipated that teachers' psychological conditions were influenced by COVID-19, limited resources, and the digital revolution. The researchers used an online survey methodology to assess their concepts. The study indicated that respondents' psychological states were significantly affected by online training due to the epidemic. The nationwide lockdown resulted in psychological distress among university faculty members. The early period of online education posed several challenges for the teacher in using pre- and post-technological pedagogies. The survey revealed that the individuals perceived their job satisfaction as only moderate.

Work-Life Balance and Flexibility

With the flexibility that arises with online teaching as one of the most significant changes, has been the work-life balance. The use of virtual platforms helps teaching professionals to work from home, prevent wasting time during their commutes and schedule lessons flexibly. However for many people this is not the case. In an online teaching mode, there tends to be the interconnection between the professional and personal life since teachers have to do assignments including emails, grading and teaching from home. Due to its constant availability, individuals experience longer work hours and the existence of a kind of work where one feels work never stops, which has become stressful for many educators. To maintain and improve the level of job satisfaction, applicable institutions could specify hours when the teacher is available and hours that the teacher ought to be online. In this way, teachers would be able to take the benefits of online teaching while at the same not completely neglecting the rest of their lives.

Technological Resources and Support

It was noted that the quality of use of new technologies in remote education highly depends on teachers' availability of proper tools and professional technical assistance. There is also a normalization of the possession of various technology competencies including the use of Learning Management System (LMS) platforms, video conference and other interactive platforms. The programmes structured in colleges that include technical support help in the training and increases the ability of the teachers to deliver hence increasing job satisfaction. Providing everyday easily available training sessions about new apps in their field, technical help, and specialized support staff would help educators to make the shift to virtual classrooms. Any technology that a teacher requires to be able to teach effectively should be provided so that the institutions do not burden teachers with the responsibility of managing technological challenges.

Student Engagement and Feedback

Out of all the obstacles that affect education in the online teaching mode, the main one is student engagement. Learning that takes place in a traditional classroom provides an opportunity for direct communication, and the lecturer can easily tell whether the students have understood or not from their gestures and responses. Distance lessons as a general have a drawback in poor student interaction where instead of interacting through voice or gesture, teachers are met with a blank screen or a bare minimum of activity. This absence of learning social interaction may hamper the capacity of teachers to evaluate their learners' comprehension of matters, and it can cause heightened isolation, job satisfaction. In order to overcome such problems, institutions may suggest teachers to involve the audience by using polls, breaks in the form of the break-out rooms, and discussion boards. Further, students' feedback is beneficial to teachers as it contains the information helping them see how to be more efficient which, in turn, makes them satisfied as they feel useful.

Impact on Performance

a. **Adaptability and Pedagogical Adjustments**

Teachers have been required to adapt their teaching methods for online delivery, often reimagining traditional pedagogies to fit digital platforms. Performance depends on their adaptability and ability to creatively modify lesson plans to keep students engaged. Teachers who struggle to adapt to digital teaching tools may experience performance setbacks, impacting their confidence and effectiveness in teaching.

b. **Technical Skills and Competency**

Teachers' performance in the online mode is heavily dependent on their technical competency. Those who are technologically proficient are generally better able to navigate online platforms and incorporate multimedia resources, leading to improved student engagement and satisfaction. Teachers without these skills, however, may struggle to deliver their lessons effectively, which can result in performance challenges and a negative perception of their own capabilities.

c. **Institutional Support and Resources**

Institutional support plays a critical role in maintaining teachers' performance levels in online teaching. Colleges that offer continuous professional development, provide technical support, and create a sense of community have a positive influence on teachers' performance. However, in the absence of these support systems, teachers often find themselves under-resourced, impacting both their performance and satisfaction with their job.

Analysis, findings and results

The following areas are explored in this article which discusses the work-life balance and technological support of college teachers in teaching under an online platform: the level of engagement of students, the level of technological support of the institution and job performance of teachers. Learned flexibility while teaching via the Internet is absent or small, since stressors, such as the blurring between working time and private life, lack of training, and limited communication with students, negatively influence teachers' work motivation and efficiency.

Table: 01

Factors influence Job Satisfaction and Performance of College Teachers in the Online Teaching Mode

Sl.No	Factors	No. of Respondents	Mean	Std. Deviation	Mean Rank
1.	Technology and Infrastructure, Development	250	2.12	1.98	9.94
2.	Training and Professional	250	2.17	1.43	10.70
3.	Work Environment	250	3.33	1.39	7.65
4.	Support and Communication	250	3.48	1.27	9.38
5.	Student Engagement	250	3.15	1.40	9.50
6.	Workload and Stress Management	250	3.65	1.35	8.98
7.	Job Security and Compensation	250	3.34	1.29	9.42
8.	Career Advancement	250	3.29	1.54	8.06
9.	Recognition	250	3.32	1.91	10.94
10.	Work-Life Balance	250	3.49	1.20	9.02
11.	Adaptability and Resilience	250	3.56	1.22	9.36

The Table 1 reveals that ***technology and Infrastructure (9.94)***: In the online teaching environment, technology and infrastructure form the foundation of effective teaching and directly impact job satisfaction for college teachers. Reliable internet connectivity, accessible digital platforms, and high-quality hardware are crucial. When educators have reliable access to these resources, they are more capable of delivering content smoothly, which helps maintain student engagement and teaching effectiveness. However, many teachers may experience frustration due to inconsistent internet connections or issues with outdated devices, particularly when teaching from home. In addition, institutions must ensure that teaching platforms are user-friendly and versatile, allowing for varied teaching strategies, such as interactive assessments, live sessions, and multimedia integration. Investing in modern Learning Management Systems (LMS) that are efficient and customizable to teachers' needs contributes to a smoother teaching experience and better student-teacher interactions. Institutions must also prioritize regular upgrades and technical support for these systems. Support teams are essential for troubleshooting, allowing teachers to focus on content delivery without technical distractions. When teachers feel they have the technical support needed to overcome technological barriers, their confidence and job satisfaction increase, ultimately improving their teaching performance. ***Training and Professional Development (10.70):*** Providing continuous training and professional development is critical to enhance teachers' skills, especially in an online teaching mode where digital fluency directly impacts performance. Effective training programs should cover the use of digital platforms, online pedagogy techniques, and best practices in engaging students virtually. When teachers are well-equipped to use technology and adapt content for online learning, they can deliver lessons more effectively, leading to higher job satisfaction. Additionally, professional development opportunities foster a growth mindset, where teachers feel empowered to innovate in their teaching strategies. Institutions should also encourage and support teachers in acquiring certifications and attending workshops on digital teaching methods. This not only builds their competency but also demonstrates institutional

commitment to their professional growth, fostering a sense of value and respect. Furthermore, institutions should provide training in soft skills such as time management and virtual communication, which are crucial for managing an online classroom. When teachers feel competent and continually challenged to develop new skills, they are likely to experience higher job satisfaction and perform better. ***Work Environment (7.65):*** The work environment for teachers in online teaching includes both physical and virtual aspects that influence job satisfaction and performance. At home, having a quiet, dedicated workspace is essential for teachers to focus and avoid distractions. Institutions can support this by providing stipends for ergonomic furniture or technology upgrades to ensure that teachers can maintain a comfortable setup conducive to teaching. Moreover, the virtual work environment should foster a sense of community and inclusion, even when teachers work remotely. Institutions can organize regular online staff meetings, workshops, and informal gatherings to encourage social interactions and professional networking among colleagues. This camaraderie helps reduce the feelings of isolation that can arise from remote work, creating a supportive network. Additionally, clear guidelines and expectations from management help reduce confusion and align teachers with institutional goals, enhancing their job satisfaction. When teachers feel supported in both their physical and virtual workspaces, they are more likely to thrive and bring a positive attitude to their teaching efforts. ***Support and Communication (9.38):*** Effective support and clear communication between administration, faculty, and students are critical to maintaining job satisfaction among college teachers in an online teaching mode. Administrative support that offers guidance on teaching schedules, class management, and assessment policies provides a stable foundation for teachers, who can then focus on their instructional responsibilities. Regular check-ins with department heads and open channels of communication for questions and concerns also allow teachers to stay informed about institutional changes. Furthermore, faculty support programs that offer resources, such as counseling for work-related stress or forums for discussing challenges, can foster a sense of community. Transparent communication about performance expectations, assessment procedures, and feedback mechanisms provides teachers with clarity and a sense of direction. When teachers feel they have the backing of their institution and clear lines of communication, they are likely to experience reduced stress and improved satisfaction. Positive communication also extends to students, where teachers benefit from platforms that facilitate easy, organized communication for timely student engagement and feedback. ***Student Engagement*** (9.50): In an online environment, student engagement is both a challenge and a critical factor for teachers' job satisfaction. Engaged students enhance the teaching experience, as they interact more, participate in discussions, and show a commitment to learning. For this reason, effective tools and strategies for fostering engagement are invaluable for teachers. Interactive features, such as polls, discussion boards, breakout rooms, and multimedia tools, can make lessons more dynamic and maintain student interest. Teachers who observe high levels of engagement feel a greater sense of accomplishment and motivation, as engaged students are more likely to provide positive feedback and participate in meaningful learning experiences. Institutions can support this by training teachers in online engagement techniques and providing platforms with strong communication and feedback mechanisms, allowing teachers to respond to and monitor student progress effectively. In addition, creating a structured curriculum that promotes active participation helps students stay focused and connected, further contributing to a rewarding teaching experience for educators.

Workload and Stress Management (8.98) Balancing workload and managing stress is essential for maintaining both job satisfaction and performance in online teaching. Many teachers report an increased workload when shifting to online instruction, as they need to prepare digital materials, manage virtual classrooms, and grade online assignments, often without additional support. Excessive workload can lead to burnout, directly affecting job satisfaction and overall well-being. Institutions can help by providing adequate resources for lesson planning, student engagement, and assessment tools. Dividing responsibilities or providing access to teaching assistants can also help manage workloads more effectively. In addition, stress management programs, such as access to mental health resources or workshops on mindfulness and time management, can help teachers cope with the demands of online teaching. Flexibility in work schedules is another important aspect, as it allows teachers to manage their time better, reducing stress. By addressing workload and stress proactively, institutions can help teachers maintain a healthy work-life balance, leading to improved job satisfaction and performance. **Job Security and Compensation** (9.42): Job security and adequate compensation are fundamental to job satisfaction for college teachers in online teaching modes. With shifts in the education sector, many institutions face budget constraints, which can affect job stability and lead to insecurity among faculty. For teachers, concerns about temporary contracts or lack of job stability can impact morale and motivation. Institutions that offer fair compensation and transparent policies regarding job security tend to foster a more committed and motivated workforce. Compensation also includes not only salaries but benefits, such as healthcare, retirement plans, and allowances for technology and internet. Teachers who feel they are adequately compensated and secure in their roles are likely to perform better, as they can focus on their

teaching responsibilities without financial concerns. Furthermore, timely payment and acknowledgment of extra efforts, such as additional hours for online classes or student consultations, contribute to overall job satisfaction. **Recognition and Career Advancement: (10.94**) & (8.06): Recognition and opportunities for career advancement are essential for sustaining motivation and job satisfaction among college teachers. Recognition can come in various forms, such as awards for teaching excellence, verbal acknowledgment from leadership, or positive student feedback. These gestures of appreciation enhance teachers' morale and reinforce the value of their contributions. Additionally, clear paths for career advancement, such as promotions, leadership roles, or research opportunities, provide motivation for teachers to continue improving their skills and performance. Institutions that provide a roadmap for career progression show commitment to teachers' professional growth, which fosters loyalty and satisfaction. Furthermore, faculty development programs that offer certifications or funding for research and conferences can also enhance career growth. By fostering an environment where teachers are recognized and have opportunities to advance, institutions create a culture of dedication and continuous improvement. *Work-Life Balance (9.02)*: Work-life balance is critical for college teachers in online teaching, where the boundary between professional and personal life can blur. With flexible schedules, teachers may experience benefits in managing their time, but the convenience of remote work can lead to extended hours and work encroaching on personal time. This can lead to burnout and dissatisfaction. Institutions can help by setting reasonable expectations for work hours and response times, encouraging teachers to disconnect after working hours to maintain a healthy balance. A good work-life balance positively impacts job satisfaction, as teachers feel they can enjoy both personal and professional success without conflict. *Adaptability and Resilience (9.36)*: Adaptability and resilience are crucial traits for college teachers in online teaching. Additionally, providing resources for time management and setting realistic goals for course planning and assessment can prevent overload. Support in work-life balance fosters a healthier and more sustainable approach to teaching, where teachers are able to give their best in their work without sacrificing personal well-being

Table: 02 : Kendall's Coefficient of Concordance

No. of Respondents	250
Kendall's W	0.118
Chi-Square	359.142
difference	09
Sig.	.000

The Table 2 shows the result of the test. The Chi-Square value is 359.142 for the degree of freedom 09. This is significant at 1% level (0.0000). It is understood from the result that the ranks given to the purposes are significant. With the rapid changes in digital tools and teaching methods, teachers must be adaptable to new platforms, assessment formats, and teaching techniques. Teachers who are resilient can handle the uncertainties and challenges that come with online teaching, such as adapting to technological updates or adjusting their pedagogy to meet evolving student needs. Institutions can support adaptability by providing training in flexibility skills, such as problem-solving, digital literacy, and emotional resilience. Teachers who feel equipped to manage change are more likely to approach online teaching challenges confidently and creatively, which enhances job satisfaction and performance. Reward programs can also include career development pathways, such as offering leadership roles or project management opportunities for teachers who demonstrate exceptional performance. Opportunities to lead faculty training sessions or collaborate on curriculum development projects not only reward teachers but also recognize their expertise and contributions to institutional growth.

Table: 03 : **Descriptive statistics –Problems faced in** *Online Teaching Mode among College Teachers*

S.No	Variables	N	Mean	SD
1	Technical Issues and Digital Divide	250	3.79	1.623
2	Lack of Student Engagement	250	3.05	1.212
3	Increased Workload and Time Management	250	3.23	1.098
4	Isolation and Lack of Collegial Interaction	250	3.51	1.099
5	Limited Classroom Management	250	3.44	1.432

Table reveals the results of descriptive statistics of problems faced in Online Teaching Mode in the study area. The study results reveal that the mean values are whole statements are greater than three. **Technical Issues and Digital Divide**: One of the most significant challenges is unreliable internet connectivity, inadequate devices, and lack of access to modern technology for both teachers and students. These issues disrupt lessons, cause frustration, and hinder teaching effectiveness. Additionally, teachers from rural or low-income areas may experience a digital divide, making it challenging to teach consistently. **Lack of Student Engagement**: In online environments, teachers often find it difficult to engage students actively. Without physical presence, it can be harder to gauge student participation and maintain their attention. Students may become distracted or feel disconnected, leading to lower levels of interaction, participation, and ultimately, learning outcomes. **Increased Workload and Time Management:** Online teaching often requires more preparation, as teachers must create digital content, manage online assessments, and respond to students individually. This can lead to extended working hours, as teachers navigate these tasks without the usual classroom structure, impacting their work-life balance and overall job satisfaction. **Isolation and Lack of Collegial Interaction**: Many teachers experience isolation in online teaching, as they miss out on spontaneous interactions and support from colleagues that they would typically have in a physical campus setting. The absence of face-to-face interactions can reduce collaboration and lead to feelings of loneliness and disconnection. **Limited Classroom Management:** Maintaining discipline and managing student behavior is more challenging online, where teachers cannot directly supervise students. Online platforms may lack adequate features to ensure students' attention and compliance, and it can be difficult to address behavioral issues promptly, which can disrupt the learning environment.

Discussion

Teachers who understand them can enhance learners' interaction, reduce work, and enhance methods of teaching delivery. But after assimilation of formal knowledge, there is more to learning accomplishment in a training program. It should also cover designs for instruction in online learning such as how to engage students, collaborate in virtual space and even how to formatively assess students in virtual environment. However, the ones that are flexible and those more than a single session program are sustainable in the long run. Rather than a single brief introduction to the tools, it is proposed that institutions offer a series of workshops, webinars, and refresher courses more in tune with an ever-changing technological environment. Incorporating training on the use of other features in such familiar platforms or relativistic teaching tools like AR & AI, in their training, can position teachers to deliver effective and engaging virtual teaching & learning experiences. Furthermore, structured and supportive relationships in training setting like the mentor and peer support facilitate knowledge sharing to support collaboration and build confidence in delivery of online teaching practice. College administrators should set up routine briefing methods that will enable them to update teachers on institutional changes, polices, and resources they may need to access regularly like weekly mailers, announcements on a learning management system or daily updates through video conferencing. It is to state that certain teaching policies, expectations, performance indicators, and feedback channels should be established to avoid confusion and share objectives with university targets. Furthermore, in departments meant to support other departments, open communication can promote working relation where challenged faced by teachers may be voiced, addressed or solved together. Specific to online teaching environments, using tools as virtual staff rooms, chat groups or discussion forums, like Slack, or Teams allow peer support and diminish feelings

of loneliness that afflicts online teaching. Brief daily/weekly departmental meetings can also reduce formality and foster unity among the staff and offer teachers an opportunity to share problems, progress, and ideas that are helpful in class. Public recognition of teachers' efforts is not only effective in achieving improved morale for one teacher but is also a marker and stimulation for others. Even if these are not always in form of highly visible recognized reward systems or monetary incentives, things like words of appreciation during faculty meetings; Department heads taking time in their busy schedule to write mails of recommendations, appreciations etc., can go a long way to increasing job satisfaction. Smallest tokens of appreciation go a long way in showing the teachers that their institution appreciates the time and effort they devote to improving the students. This is especially important in distance learning where physical interactions are rare and members of a teaching staff might experience lack of connection with their institution. In addition to recognition, motivating activities that accompany the rewards should speak to professional development to boost motivation. Institutions could provide scholarships or grants for teachers to travel to conferences or to receive training, sign up for courses that pertain to distance education and educational technology. These professional development opportunities serve a dual purpose: While appreciating teacher's efforts they allow them to grow and develop in the practice as well as introduce new ideas in their classroom.

Recommendations for Enhancing Satisfaction and Performance

1. **Enhanced Training Programs**: As the process of teaching gravitates toward online and blended environments, improved professional development experiences for college teachers have emerged as critical. The move has switched online during the pandemic posed the demand for proper training that must framework sufficient talent to maintain and innovate the technology as well as adopting the innovative techniques fundamental in the teaching and learning processes. To get teachers confident and competent, institutions have to provide training that not only inform about new tools, but develop the ability to respond to the ever growing and changing digital environment. Effective training prepares teachers for utilizing online interface such as the learning management systems and video conferencing software, and other relevant tools.

2. **Improved Communication Channels:** Communication pathways are fundamental to the provision of support to college teachers, especially when teaching online, where physical contact is scarce. Effective and efficient communication means that teachers are able to get the support they require in the emerging challenges of teaching in the online classes. If there are weak communication structures in place, the teachers would normally practice alone and end up feeling like they are not part of their institution which in turn hinders contentment and effectiveness at the workplace. One broad area of enhanced communication is gateway and timely communication between the administration and the faculty members.

3. **Recognition and Reward Programs**: In this study, they argued that social incentives such as recognition and reward systems are crucial in improving job satisfaction and work motivation of college teachers especially under the changing environment in online learning. Any appreciation of teachers, their efforts and achievement, and adaptability in the online teaching mode goes a long way to enhance morale, promote innovation and professionalism and would foster stronger commitments to the institutions. Hence, such programs are a message to the institution that the effort invested into preparing comprehensive and innovative presentation of the course material by the teachers in online learning environments is acknowledged and cherished. It is a fact that there are many types of recognition starting from the official award up to the label. It is recommended to provide annually or bi-annually such titles as "Excellent in Online Teaching," "Innovative Course Design" or "Outstanding Student Engagement" to the teachers who bring extra efforts. Such awards could consist of cash, certificates or any form of recognition in form of a newsletter or institutional website recognition.

Conclusion

Recognition and reward programs are essential to fostering a positive work environment where teachers feel valued, motivated, and engaged. By acknowledging the unique challenges and efforts involved in online teaching, institutions can create a culture of appreciation and support that benefits both educators and students. Such programs not only enhance job satisfaction and performance but also strengthen institutional loyalty, ultimately contributing to a more resilient and thriving educational environment. By resorting to online teaching it is possible to identify various opportunities as well as difficult with regard to college teachers. It appears that flexibility of the contract is one of the benefits of online teaching; nevertheless, it has social implications including demand for mastery in IT skills as well as constant availability in online

classrooms that impacted on teacher job satisfaction and performance. To facilitate positive teaching environment in online replication, institutions should encourage training, constant support to the online teachers, and encourage formation of teachers' community. By attending to these areas, colleges can support teachers to do their best and feel more content with their jobs; therefore, improve the level of quality in the online learning environment. Lastly, two-way feedback mechanism is another important factor that has to be greatly implemented in the communication system. It is recommended that institutions should prompt the teachers to give their feedback on the administrative policies, resource, and other aspects related to the online teaching environment. These may be done through e-mail questionnaires, online suggestion boxes, or discussion forums that are directed to enhance administrative services and material. Further, it is possible to conduct a soft appraisal with the help of performance check or one-to-one meetings with heads of departments in order that teachers may receive valuable feedbacks concerning their online classes, as well as it can make them feel valuable in the framework of their occupation. Institutions should remain extremely approachable and willing to address questions and challenges faced by teachers as well as concerns in terms of technical access as well as tools for online education. Special phone line, ticketing system or helpdesk in specific time format can fulfill teachers' needs to deal with technical troubles and reduce their impact on the classes. In the case where communication between workers is enhanced, a goodwill which will assist the teacher who is struggling to find his/her way in online teaching is established.

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