

“What Is Left When We Remove Our Masks”? Examining The Impact of Covid-19 On Job Satisfaction, Engagement, And Dedication of Educators in Abu Dhabi

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Abstract

The Covid-19 pandemic prompted a sudden shift from in-person instruction to remote delivery (RD). RD meant longer working days with extensive sitting in non-collaborative environments. Teachers' Job Satisfaction (JS) determines well-being and performance, but literature in this area is relatively scanty. This phenomenological study examines teachers' perspectives on the effects of the pandemic on their (JS), Engagement (E), and Dedication (D). The study employs a mixed-methods approach that combines qualitative and quantitative data. Interviews and blogs are used to limit complicated, discursive responses. Digital questionnaires and surveys show patterns of inter-relationships between (JS), (E), and (D). The present research employs a three-way link strategy. Firstly, analyzing the effects of the pandemic on teachers' job satisfaction, Secondly, engagement with technology. Finally, dedication from the perspective of extended workdays. In 2018, Abu Dhabi was the most populous Emirate in terms of learner and teacher population and provides a sufficient sample population for this study. From 500 respondents' teacher's data was collected over 12 months between February 2021 and February 2022. Findings indicate a positive relationship between the variable (JS), (E), and (D) in the first eight months but in December 2021 the statistics show changing trends. Teachers becoming more comfortable with the technology used in remote delivery. They manage their home classrooms, physical health, and wellbeing. Although a variable such as age is not a direct focus this study, a future study can examine the effect of age on teachers' ability to quickly adapt to technology in emergency (RD) situations.

Key words: In-Person Instruction; Phenomenological Study; Physical Health; Qualitative and Quantitative; Remote Delivery;