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## Institutional Support to Academic Wellbeing during COVID-19 Disruptions and the Move to Emergency E-Learning: A time to Signal SOS

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*Original Paper*

# Institutional Support to Academic Wellbeing during COVID-19 Disruptions and the Move to Emergency E-Learning: A time to Signal SOS

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## **Abstract**

*The COVID-19 restrictions in place for 2020 and 2021 were investigated in terms of the changing environment academics were forced into due to stay at home orders, where they entered into emergency e-learning, from home. The effects of emergency e-learning on academic's workloads, job satisfaction and motivation, as well as overall wellbeing have yet to be investigated and reported. This identified gap in the literature enabled the generation of a research problem and research questions, on the challenges of emergency e-learning for academics in the higher education sector. Survey findings show institutions unprepared, academics untrained and under resourced and students disengaged with the online learning environment. The development of the **SOS** model is proposed as a recommendation that institutions need to **Support** their staff and students in the move to the **Online** environment, and to **Supplement** resources and training for academics delivering contact online that was designed for a face-to-face delivery.*

## **Keywords**

*emergency e-learning, academic wellbeing, Covid-19*

## **1. Introduction to the Research**

This research will review the higher education sector using a survey conducted to members of Accounting and Finance Association of Australia and New Zealand (AFAANZ). In particular it will review literature on academic workload and its impact on job satisfaction and motivation, and the potential impact on overall academic wellbeing, then it will survey members to find the effects of the move to online learning on overall wellbeing of academics. In terms of finding a gap in the literature

for research purposes, this research has identified that little work has been done on emergency e-learning, on workload, job satisfaction & motivation and the impact on wellbeing during the COVID-19 pandemic. During the pandemic in 2020, all classes were moved from the traditional face to face delivery or blended mixed mode to a complete online platform, literally within a few weeks, this is the definition of emergency e-learning used for this review (Murphy, 2020). During the subsequent lockdowns in 2020 and in 2021, academics were predominately working from home, under pressure from management to deliver content in a new format, whilst sharing facilities with family members also under lockdown. The normal issues of workload have played a part in job satisfaction and motivation of academic staff, and it is the object of this research, so see what or if the pandemic and subsequent move to emergency e-learning whilst working from home, had any changing effect on workload, job satisfaction and motivation and overall academic wellbeing.

## 2. Literature Review

The higher education sector has seen many changes over the past decade including corporatisation of the sector (Melewar & Akel, 2005) and a rise in international student levels (Zhou et al., 2008). There has also been an increase in the casualisation of staff which can have a negative impact on pedagogical relationships and teaching preparation (Leathwood & Read, 2020), particularly on full-time staff who manage them. During the pandemic this was exacerbated by the decisions by institutions to move quickly to an online format (emergency e-learning) (Murphy, 2020) due to the COVID-19 pandemic (World Health Organisation, 2020) and the decision by the various states and territories to instigate stay at home orders in order to curb the spread of the virus for example the NSW state government stay at home health orders (NSW Government, 2020). This was experienced on a worldwide basis, with country after country entering various forms of lockdowns, and people working and studying from home (World Health Organization, 2020).

Workload has been a challenge for academics to manage, particularly when there are competing issues with time allocation and tasks to be performed with the traditional demands of teaching, research and administration (Long, 2018). Previous research has shown a challenge faced by academics is the balancing of life/work pressures (Barnes et al., 2020). Institutions are pressuring academics to maximize outputs from both teaching and research, asking them to “perform” not unlike business-orientated organisations (Graham, 2015). The effect of implementation of technology based learning has been seen as a silent barrier to academics moving online in terms of increased workload, and lack of support and development by institutions (Gregory & Lodge, 2015).

A study in 2014 found that excessive workload for academics can contribute to lower work-life balance and wellbeing, as well as an increased use of compensation strategies to cope with these excessive demands, leading to potential impairment of health (Melin et al., 2014). It has also been found that workloads impact on teaching quality, that is the higher the workload the lower the teaching quality (Ujir et al., 2020). There is much pressure on academics to motivate and encourage student

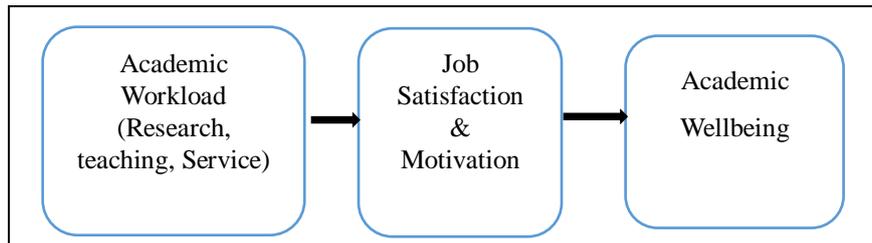
performance, but once again this impacts on workload (Kember & Leung, 2006). It is suggested that workload should be flexible, with a mix of appropriately balanced workload that allows for innovation, stops academic burnout and allows for original research (Griffith & Altinay, 2020). Research in the Australian higher education sector have found that academics are dissatisfied with allocation of workload, stating that motivation to contribute to new knowledge is not taken into consideration (Lyons & Ingersoll, 2010). Currently there is much pressure in the higher education sector for academics to perform, performance is basically a combination of teaching, research and service (Houston et al., 2006). Workload is calculated by a 100% allocation to teaching, research and service, a traditional model is 40% research, 40% teaching and 20% administration (Long, 2018). However, most academics would argue that the split between allocations is sometimes not clear, and most of the time adds up to well over 100% leading to a decrease in job satisfaction and motivation, as well as increased stress and work-life balance, which have undesirable effects and create counterproductive behaviours of staff (Houston et al., 2006).

In the higher education sector, motivation of academic staff is the key resource, so being able to measure and improve motivation can lead to better communication and a more healthy university environment which will also improve the environment of learning for students and increase outcomes of the institution (Stankovska et al., 2017). Job satisfaction in the past has centred on happy workers being productive workers, but now there is a move to measure job satisfaction on a cognitive basis (Moorman, 1993). Studies have shown that work satisfaction is also linked to justice, commitment and the perception of fairness (Moorman et al., 1993). The type of measures for job satisfaction should be a combination of brief, cognitive and affective measures (Thompson & Phua, 2012). Research has shown that particularly in higher education, job satisfaction is linked to teaching and research activities and job security (Oshagbemi, 1997) as well as leadership styles, where servant leaders create more satisfaction than controlling leaders (Alonderiene & Majauskaite, 2016). Job satisfaction can also be caused from intrinsic factors such as motivation (Iiacqua et al., 1995).

Research has found that increased stress leads to a decrease in productivity and vice versa and that quality of work is affected by personal satisfaction (Halkos & Bousinakis, 2010). This can also have an impact on the organisation, where positive employee commitment can be a comparative advantage for an organisation (Bhatti & Qureshi, 2007). It has also been found that job satisfaction leads to lower productivity related costs for organisations (Arnold et al., 2016) but higher costs of what is dubbed as ‘presenteeism’—where a worker is unwell but comes to work anyway (Callen et al., 2013). Effort reward imbalance, job demand control and overcommitment also contribute to lower employee wellbeing and increase costs of production to the organisation (Schmidt et al., 2019). Lower job satisfaction can lead to job burnout which has an impact on both the employee wellbeing, the institution and other stakeholders such as students (Song et al., 2020).

In a workplace setting wellbeing can simply be the quality of the employees experience and performance (Warr, 1987). Wellbeing can be defined as successful performance integrating physical,

socio-emotional and cognitive functions (Pagán-Castaño et al., 2020). Wellbeing can be seen as a combination of factors such as subjective wellbeing (job satisfaction), social wellbeing (connections and relationships) and eudaimonic wellbeing (intrinsic motivation) (Fisher, 2014). Wellbeing can be negatively influenced by workload or work exhaustion (Grant et al., 2007), and can decrease work-related satisfaction (Fisher, 2010), and decrease commitment motivation by increased levels of job stress (Appelbaum, 2002). Workload determines job satisfaction and motivation, and this in turn has an impact on the wellbeing of the employee, as shown by Figure 1.



**Figure 1. Academic Workload and Outcomes**

The 2020 COVID-19 pandemic and subsequent Delta waves in 2021 (World Health Organisation, 2021) was a time in which the higher education sector was thrown into flux, with a current delivery of teaching (face to face and online), a move to complete online pedagogy in a short space of time dubbed emergency e-learning (Murphy, 2020) and required an upskilling of staff in digital tools (Bebbington, 2021). It forced many academic staff to teach from home, whilst balancing home schooling and sharing of facilities with family members, away from conventional classrooms, meanwhile attempting to strengthen their practices in curriculum to respond to student needs (Toquero, 2020). Higher education teachers who adopted virtual mode during the pandemic faced challenges of network issues, lack of training, and less attendance by students (Arora & Srinivasan, 2020). Academics were also concerned with the health of their students, many of whom experienced an increase in boredom, frustration and higher than usual levels of anxiety (Aristovnik et al., 2020).

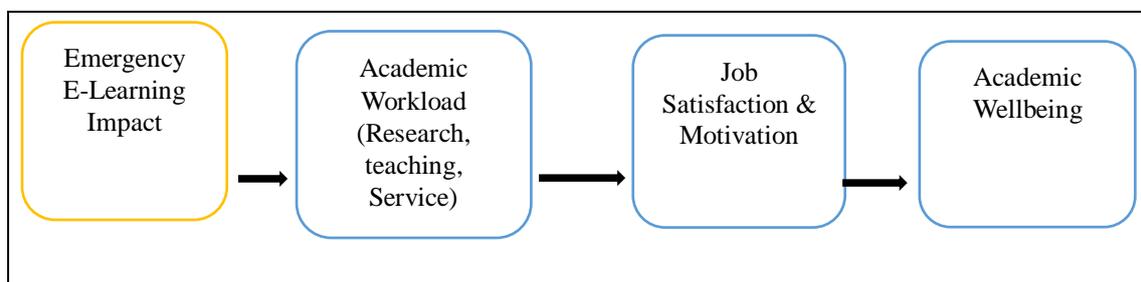
The move to online (OL) or e-learning environment from face to face teaching, has revealed short-falls in institutions resources, staff readiness, accessibility by students and lack of confidence by lecturers (Ali, 2020). Emergency e-Learning, was an assortment of protocols which were set up to rapidly transition face to face students into OL learning classrooms (Murphy, 2020). Common challenges when moving to the online platform include technological challenges for rural and remote learning, lack of institutional infrastructure, lack of preparedness for delivery and resistance by students to adopt the OL delivery of what was face to face material (Dubey & Pandey, 2020).

OL teaching can also influence job motivation, particularly when there is a lack of professional development and increasing workload (Haggerty, 2015). Institutions that encourage online delivery have been found to increase academic stress associated with technological requirements (Nichols, 2008). Recent research has shown there to be three factors for successful e-learning, they include

service support, learning environment and instructor quality (Saad & Mat Yamin, 2021). E-learning success also depends on independence of students, confidence of studying online and accessibility of the online learning materials (Noviani, 2021). Challenges included teachers lack of technical skills and improperly adapted teaching style to the OL environment (Coman et al., 2020). Recent research suggests that efficient OL education should include for teachers psychological and professional development programs and technical support to help with the transition from traditional teaching methods to OL education (Almazova et al., 2020).

Communication during the pandemic also came to the forefront for academics, with pressure to produce timely, transparent and relevant information particularly for students (Knight, 2020). The learning management systems and online learning support using multimedia software also proved challenging for some lecturers (Irfan et al., 2020). Interestingly, research during the pandemic has shown that most students use their smart phones for learning in the OL platform and prefer recorded lectures with a quiz to assist learning effectiveness (Muthuprasad et al., 2021). There has also been a need for continuous updating of learning and teaching platforms and training for both staff and students (Malkawi et al., 2021).

There is also pressure on academics to use the pandemic to continuously reform not only the learning environment but also success for the institutions and the communities they operate in (Oleksiyenko et al., 2021). Whilst most have complained about “zoom fatigue”, academics have also had to run and attend meetings online, complete with internet drop outs and time lags (Sklar, 2020). It has been shown that staying at home for extended periods of time can increase risk of mental illness (Vutsinas, 2020), and that employees of education institutions could be left in precarious places in relation to their employers, with no tools to prevent online hacking of classes when using tools such as zoom with inherent security issues (Paul, 2020). The pandemic also however showed resilience, by both the students and the instructors, even though both were probably experiencing higher than normal levels of anxiety and disease-related fears (Ghazi-Saidi et al., 2020). Figure 2 then identifies the additional stressor of the complete move to emergency e-learning, and it is this stressor that this research would like to further investigate in terms of the impact on academic wellbeing.



**Figure 2. Emergency e-learning Impact**

It is the object of this research to see if the move to emergency e-learning in a work from home setting has had any impact on workload, job satisfaction and motivation and wellbeing of accounting and finance academics in higher education.

**Research Problem:** What impact has emergency e-learning had on higher education academics workload as well as job satisfaction and motivation and overall wellbeing?

**Research Question 1:** How has emergency e-learning impacted on *workloads* of academics in the higher education sector?

*Hypothesis 1:* Emergency e-learning has increased workloads of academics.

**Research Question 2:** How has emergency e-learning impacted on *job satisfaction and motivation* of academics in the higher education sector?

*Hypothesis 2:* Emergency e-learning has decreased job satisfaction and motivation of academics.

**Research Question 3:** How has emergency e-learning impacted on academic *wellbeing* of academics in the higher education sector?

*Hypothesis 3:* Emergency e-learning has decreased the wellbeing of academics.

### 3. Methodology

Broadly speaking there are two streams of science, natural science (natural objects) and social science (people), this research is concerned with academics, therefore is a social science study. Science is explained as a systematic and well organized collection of knowledge in any topic area using a scientific method (Bhattacharjee, 2012). New knowledge can be gained by research which is a process of systematically collecting, analyzing, and understanding information or data to increase our knowledge about topics that are of interest (Leedy, 2016). The general research approach involves interaction between three dimensions: research philosophy, research design and research methods (Creswell & Creswell, 2018). Research philosophy is a system of assumptions and beliefs about the evolution of knowledge (Saunders, 2019). Research methodology is a design for conducting a study, and can be classified into three general types: qualitative, quantitative and mix-methods (Creswell & Creswell, 2018). The research process requires researchers to seek out different methods available to conduct data collection, analysis and understanding, and to then decide on using one or more of those research methods (Chu, 2017).

The research method for this study will be to utilize a survey with both qualitative and quantitative questions (mixed method) to be initially administered to members of the Accounting and Finance Association of Australia and New Zealand (AFAANZ). AFAANZ currently has over 850 members who are all associated with the education of finance and accounting in Australia and also New Zealand (AFAANZ, 2021). The membership consists of academics in accounting and finance, Universities and professional bodies such as Certified Practicing Accountants (CPA) Australia and Chartered Accountants of Australia and New Zealand (AFAANZ, 2021).

As the researcher is currently a member of this organization, the use of convenience sampling will be used (Burke et al., 2020), and as it is administered by a fellow member it is hoped to illicit a high response rate, as they tend to be higher (52.7%) for individuals than for organisations (35.7%) (Baruch & Holtom, 2008). In order to answer the research problem and research questions, survey questions will be asked on each of the three research questions and some demographic information (see Table 1: Survey Questions). Quantitative data collection looks at numerical data, whereas qualitative data collection is looking at narrative answers (Sheperis et al., 2017). As there are three research questions, that are all related to emergency e-Learning, the first question to ask would be if the academic has moved to complete e-learning from home, as this adds directly to answering of all three research questions.

For research question 1, a sliding scale should be used between 0-100%, and that the three sections (research, training and other) must also add up to 100%. Sliding scales must be functional and easy to use to increase response rate (Chyung et al., 2018). For research question 2, a 4 point Likert scale will be used, though this is different from the traditional 5 point Likert scale as a mid-point neutral point has been removed (Busch, 1993). This is done to basically force an answer to be either positive (very satisfied + satisfied) or negative (unsatisfied and very unsatisfied). The numbers would be labelled as follows: 1 = very satisfied, 2 = satisfied, 3 = unsatisfied, 4 = very unsatisfied. This four-point Likert scale would be used to assess attitudes towards job satisfaction and motivation. The same four-point Likert scale would be used to answer research question 3, in relation to wellbeing, although this relates to quality and would use the following points, where 1 = very poor, 2 = poor, 3 = good, and 4 = excellent. Again adding 1 + 2 = overall poor wellbeing and 3 + 4 = overall good wellbeing.

Open ended questions are also asked as these have been shown to be a reliable tool to capture feasible content (Oberjé et al., 2015). Open ended questions are asked in each of the research questions in order to capture reasons behind changes that have been identified prior to COVID-19 and post COVID-19 during e-Learning. Finally, two demographic questions have been asked, one on length of time as an academic and then age range, other demographic questions on gender, ethnicity and education will not add value to the research so have not been included (Hughes et al., 2016), this gives the research integrity and describes the samples in the research.

To ensure accuracy and consistency, each of the three research questions have been approached in the same way, with three questions each. The first two survey questions use a 4-point Likert scale and the third question is open ended. This will draw meaningful inferences from the sample, allowing for decision making using a mixed method approach (Morse et al., 2006) to ensure validity. The four point Likert scales create construct validity in that the scores show a useful purpose (Creswell & Creswell, 2018; Humberly & Zumbo, 1996). Open ended questions allow for opinions of people from a sample population, which maybe different to that of experts, but can be used to inform valid decision making (Sheperis et al., 2017). Ethics clearance was obtained even though this is a low-risk project to comply with the Australian National Statement on Ethical Conduct in Human Research (2007) as well as the

Australian Code for the Responsible Conduct of Research (2018). Ethics was granted in February 2022 (ETH.2022.005) and AFAANZ published a link to the survey in March, April and May 2022 newsletters. A QR Code was set up for the AFAANZ conference held July 2022, with a direct link to the survey, to be completed by members at the conference.

#### 4. Results

Findings from the survey linked to the monthly newsletter and conference show that 29% of participants indicated that they had been an academic for between 6 to 10 years, 43% indicated they had been in academia for between 11 to 15 years, and 29% had been an academic for over 20 years. 14% of participants stated they were between the ages of 41 to 50 years, 43% were aged between 51 to 60 and a further 43% stated they were over the age of 61. Table 1 details initial findings of the move to emergency e-Learning.

**Table 1. Findings**

#	Question	Findings
1	Did you in 2020 or 2021 during the COVID-19 pandemic move to complete e-learning from home? Workload	87.5% of respondents answered Yes 12.5% of respondents answered No
2	What was your workload % distribution <b>prior</b> to COVID-19 lockdowns in terms of Research % Teaching % Other % = 100%?	<b>Research:</b> 57% indicated less and 30% 43% indicated between 30% and 50% <b>Teaching:</b> 14% indicated less than 30% 57% indicated between 30% and 50% 29% indicated more than 50% <b>Other:</b> 57% indicated less than 30% 29% indicated between 30% to 50% 14% indicated more than 50%
3	What was your workload % distribution <b>during</b> COVID-19 lockdowns & eLearning in terms of Research % Teaching % Other % = 100%?	<b>Research:</b> 86% indicated less and 30% 14% indicated between 30% and 50% <b>Teaching:</b> 14% indicated less than 30% 14% indicated between 30% and 50%

72% indicated more than 50%

**Other:**

29% indicated less than 30%

43% indicated between 30% to 50%

29% indicated more than 50%

Placing these changes next to each other makes it very clear that workloads “shifted” during the lockdowns. Table 2 demonstrates these changes.

**Table 2. Shift in Workload after COVID-19**

Workload	Prior to Lockdown	During Lockdown	Variation/Comments
Research	57% indicated less and 30% 43% indicated between 30% and 50%	86% indicated less and 30% 14% indicated between 30% and 50%	Increase from 57% to 86% indicated less than 30%, that is research was not being done during lockdowns. A decrease from 43% to 14% from the between 30% to 50% which also demonstrates less research was being done during lockdown.
Teaching	14% indicated less than 30% 57% indicated between 30% and 50% 29% indicated more than 50%	14% indicated less than 30% 14% indicated between 30% and 50% 72% indicated more than 50%	Those who taught less than 30% did not change. Those teaching between 30% and 50% decreased from 57% to 14%. Those teaching more than 50% rose to 72% from 29%, indicating much more teaching was being done during lockdowns at the expense of research.
Other	57% indicated less than 30% 29% indicated between 30% to 50% 14% indicated more than	29% indicated less than 30% 43% indicated between 30% to 50% 29% indicated more than	A decrease 57% to 29% from working less than 30%. An increase from 29% to 43% between 30% and 50%, and a further increase from 14% to

50%

50%

29%, demonstrated people where also increasing their workload for other, at the expense of research.

Comments in relation to this change in workload came in the form of the open question. Most comments related to the fact that time was spent converting material to the online format as follows:

**Theme 1: Conversion of teaching materials to an online format.**

“Due to COVID-19 lockdown I had to change the way I was teaching from face to face in the classroom to completely online”.

“Adapting units that were in-person activity based to being ‘zoom-friendly’ took a lot of time”.

“The time spent converting teaching to OL increased in absolute terms, with significant increases in hours 7 days a week so % are of a bigger total workload”.

“I found almost all my time was taken up with trying to convert materials designed for face to face teaching into materials suitable for online classes”.

“Focus on pivoting to online learning”.

**Theme 2: Time was spent helping students adapt to the online environment.**

“The development of learning activities suitable for the online environment and spending more time working with students to encourage them and work through issues”.

“It was the 400 emails I received in the first week of school. It was the disconnect from students... and the cheating... Oh the cheating!”

**Theme 3: Increase in meetings**

“My administrative load massively increased due to the need to attend meetings so I could relay information to others”.

“Expectations were very high from students of being available 24/7 to answer emails/messages”

**Theme 4: Informal change in workload.**

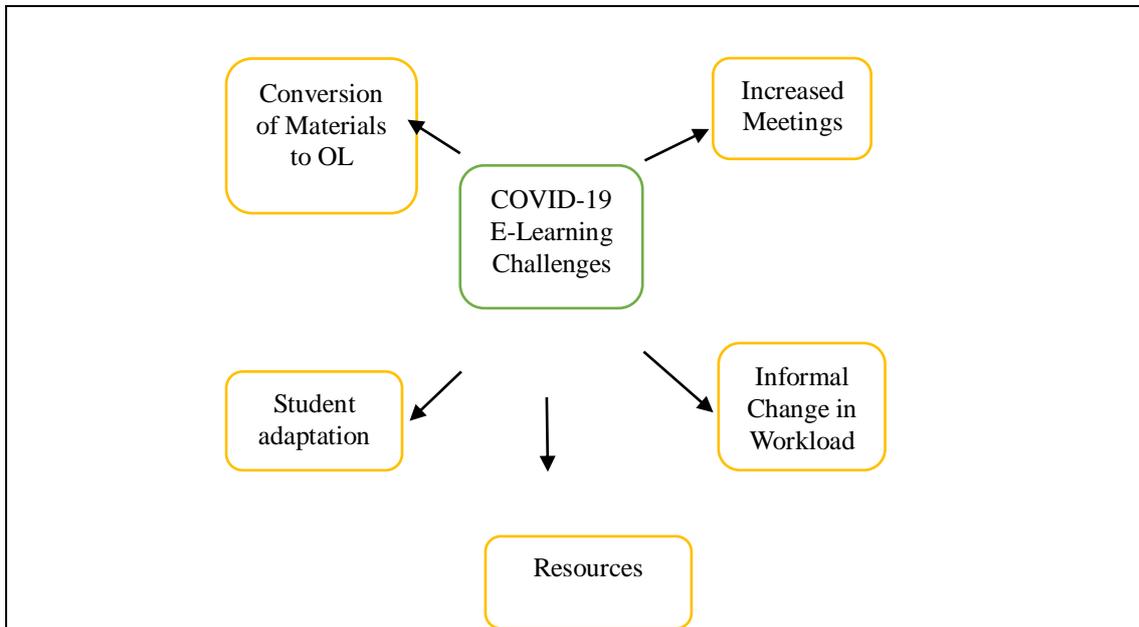
“I’m also not sure the change in workload was an official change, just an expectation to add more to my existing workload”

“My formal workload allocations didn’t change”.

**Theme 5: Resources**

“Also, lack of reliable internet at home meant some tasks took much longer than they should have because of internet downtime”,

In summary, time was taken up by moving to the online environment, supporting students during this change, and staying informed by attending meetings. There was no formal recognition of this change in workload, and other challenges included stable internet connections.



**Figure 3. Emergency E-Learning Challenges**

To answer Research Question 1: How has emergency e-learning impacted on *workloads* of academics in the higher education sector? The hypothesis of “Emergency e-learning has increased workloads of academics” has been proven correct with the fact that workloads have changed in the OL environment, with research suffering at the expense of teaching. This appears to be an informal change and a contributor to workload “creep” that is increasing workloads overall.

Participants were then asked what effect the change in delivery of learning had on their overall level of job satisfaction and motivation. Prior to COVID-19 57% of respondents indicated they were satisfied, and 43% indicated they were very satisfied. No participant indicated either unsatisfied or very unsatisfied. However, after COVID-19 14% indicated they were very unsatisfied, 43% stated they were unsatisfied, with an overall score of 57% unsatisfied or very unsatisfied. A complete change from the 0% indicated prior to COVID-19. 29% indicated they were satisfied, and no participant indicated very satisfied. This change clearly demonstrated a negative effect of job satisfaction and motivation during the pandemic. When asked if e-learning had impacted on the levels of satisfaction the following reasons were given:

**Theme 1: Engagement in online teaching.**

“Yes, the level of engagement of students was frustrating and depressing”.

“Online teaching was more exhausting and emotionally draining”.

“Very much. The work to adapt”.

“Lack of face to face contact with students”.

**Theme 2: Communication in the OL platform**

“Ability to communicate in the online environment”.

“I felt students were less engaged and I doubted my ability to communicate properly with them”.

“My satisfaction fell as teaching as there was too much work to do, students were struggling”.

### Theme 3: Lack of Resources

“All the issues of zoom (cameras off, etc)”.

“I spend a lot of time converting to OL modes, with little sense of satisfaction”.

“I also felt integrity of assessment was compromised”.

### Theme 4: Lack of Institutional Support

“My university didn’t care”.

“Things could have been handled better, e.g., 6 weeks after raising awareness of needs for equipment my University finally decided to try and purchase basics (e.g., camera so my students in zoom can see me) but by that time, shelves were empty”.

### Theme 5: Increase in overall workload

“Increased workload in teaching without actual reduction in administrative duties as predicted”.

“Administration duties in assisting students to learn online have increased significantly”.

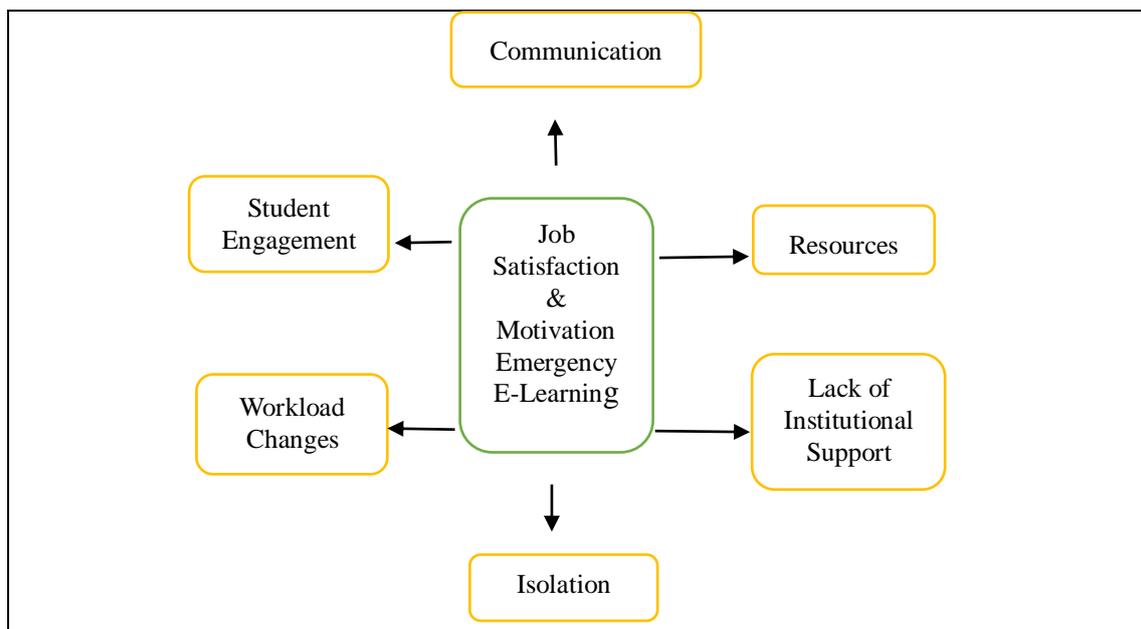
“I was.... just tired. Students complained, and had no concept of the extent we were all going to and the workloads we’d assumed.”

### Theme 6: Isolation

“The lack of in-person experience”.

“Isolation”.

“Very little interaction with others”.



**Figure 4. Challenges to Job Satisfaction & Motivation in Emergency E-Learning**

In order to answer Research Question 2: How has emergency e-learning impacted on *job satisfaction and motivation* of academics in the higher education sector? Again, the hypothesis of “Emergency e-learning has decreased job satisfaction and motivation of academics” is correct.

Wellbeing or quality of life was assessed prior to COVID-19 and during COVID-19. 86% stated that prior to COVID-19 they felt good, with a further 14% stating they felt excellent. During lockdown however this changed with only 57% stating they were good and 43% stated their level of wellbeing was poor. When asked how eLearning impacted on wellbeing, the following themes emerged.

**Theme 1: Lack of training in the online delivery mode.**

“It made my job really hard as I enjoy the classroom experience and online was difficult”.

**Theme 2: Physical limitations**

“Too much time sitting in front of a computer caused back problems, eye strain and general depression”.

**Theme 3: Mental health challenges**

“I am aware that I was stressed and less able to cope with frustration during early 2020”.

**Theme 4: Time with colleagues**

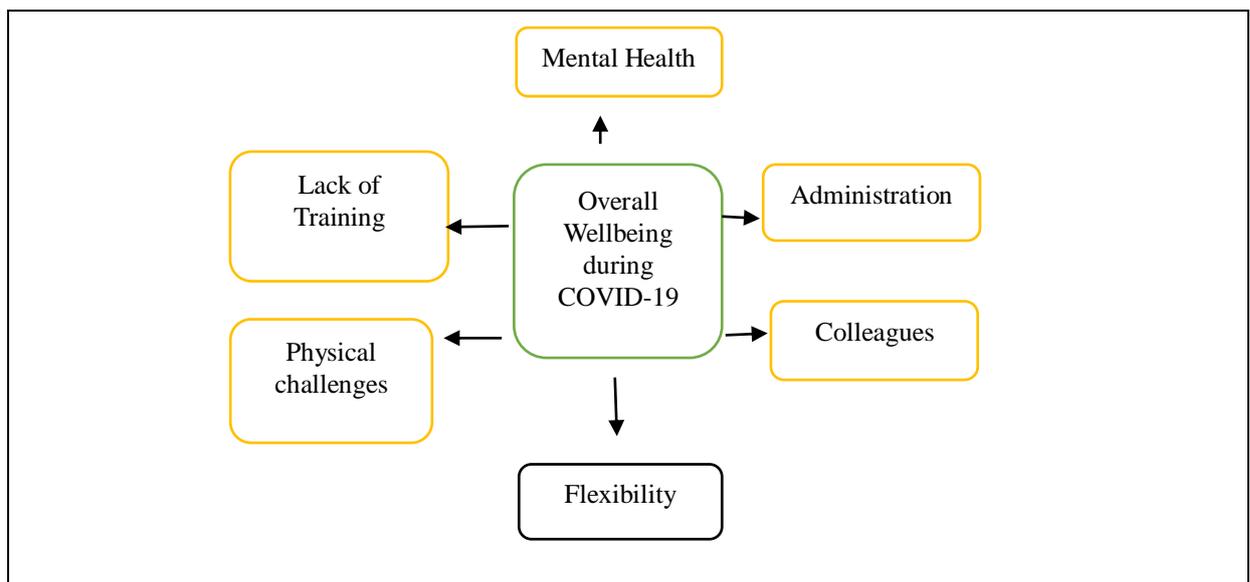
“Less face-to-face contact time with colleagues”.

**Theme 5: Increase in administration**

“More time used in administrative works including recording and editing teaching videos”.

**Theme 6: Work flexibility (positive impact)**

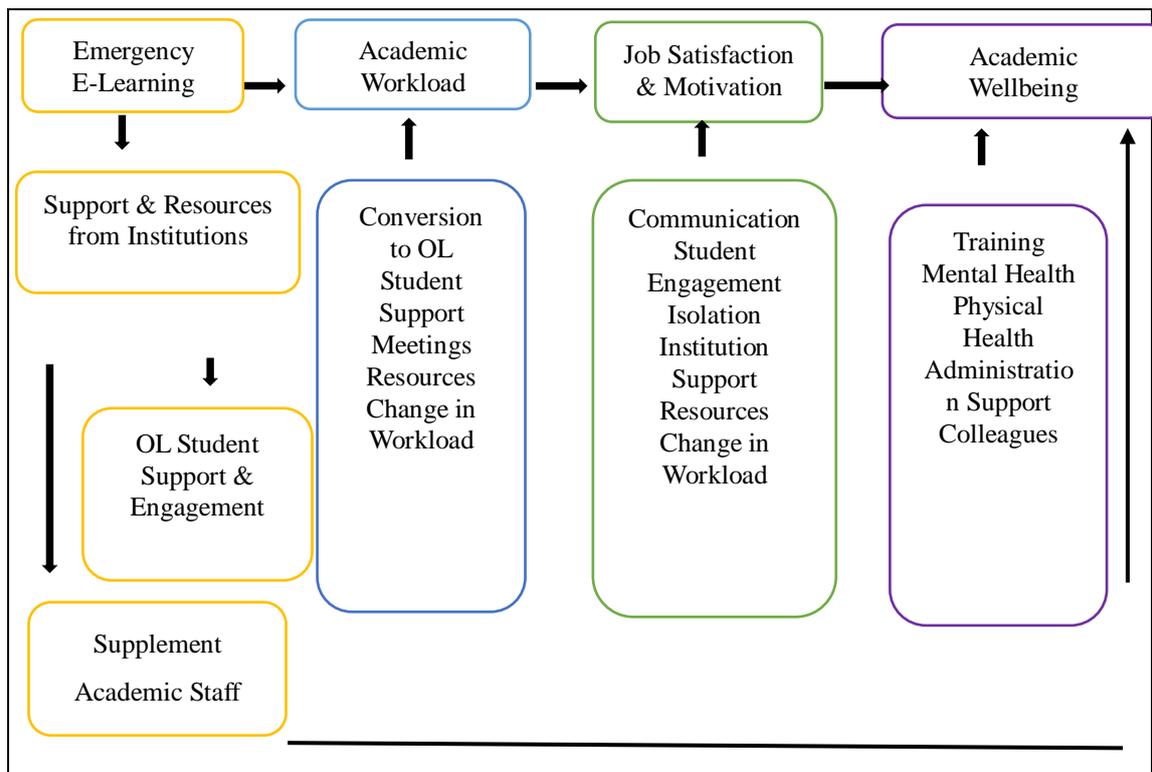
“The negative impacts were at least balanced by the positives of the flexibility of working from home, and the lack of interruptions”.



**Figure 5. Challenges to Overall Wellbeing during COVID-19 Emergency E-Learning**

In answering Research Question 3: How has emergency e-learning impacted on academic *wellbeing* of academics in the higher education sector? The hypothesis of “Emergency e-learning has decreased the wellbeing of academics” has again been proven to be correct.

Using then the initial Figure 2 entitled “Emergency E-Learning Impact” with our findings, **SOS** model was developed. This stands for **S**upport from the Institution particularly in training, resources, and workload, when delivering **O**nline content to students which allows them to engage, and finally **S**upplement in terms of training and resources for academic staff in their move from the classroom to the virtual classroom.



**Figure 6. SOS Model**

This model shows that with initial institutional support in terms of administration and resources to both academics and students, that the fallout from the Emergency E-Learning model can be used to enhance the OL learning model going forward. With countries still in various states of lockdown (Greyling et al., 2020), institutions need to be supporting their students and staff going forward in the OL environment. It is hoped that we learn from this experience that converting the face-to-face classroom to a virtual one takes time, training, and resources. Institutions must also realise that OL learning will also impact on the ability of academic staff to undertake research, as their workload in regard to teaching will substantially increase.

## 5. Conclusion

Using answers to a survey administered to members of AFAANZ, there are many current challenges faced by academics in terms of workload, job satisfaction and motivation and overall wellbeing when converting to Emergency E-Learning. It is the object of this research to fill the gap of its impact on academics and pose solutions such as the SOS model to assist academics to cope with such disruption in the future. In this study, it is very clear that emergency E-learning overall had a negative impact on academics in terms of their increased workload, their level of job satisfaction and motivation which lead to their overall wellbeing or quality of life to be negatively impacted. It is hoped the SOS model can be used in the future to support both staff and students by institutions in the move to the online classroom. Future research would include the collection of additional data from other conferences on an international basis for comparison to the Australia and New Zealand experience. Finally, this research would like to allow one of the participants to have the final statement in relation to the effect of emergency e-learning on their overall wellbeing during the pandemic of COVID-19:

“I didn’t go into teaching to talk to computer screen”

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