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A Study Based on Key Sources and Reasons of Stress Among Culinary Teachers in the Adoption and Usage of Virtual-Learning Platforms and Appropriate Pedagogical Approaches

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Abstract

As computer technology advances, individuals are expected to perform their activities more quickly and efficiently. Yet, many educators have encountered significant challenges in adapting to these technological changes. The pressure of virtual platforms is particularly evident in disciplines that rely heavily on action-learning, experiential methods, and hands-on practice. This study explores, through qualitative research, the challenges and stress experienced by culinary teachers in conducting online classes, especially with regard to practical demonstrations. With limited prior exposure to digital teaching methods, these educators were required to adapt to a mode of instruction that had never been practiced or emphasized before. Culinary teachers, by nature, must possess multiple skills and play diverse roles in their teaching. Transitioning to virtual instruction demanded new competencies, but the lack of orientation and training in inclusive digital procedures led to confusion, difficulties, and a sense of bewilderment in fulfilling their responsibilities. Data for this study were collected through semi-structured interviews and focus groups, and analyzed using NVivo software with content analysis techniques.

The findings reveal that the primary challenges in delivering skill-oriented training remotely included communication barriers with students, complications in didactic and evaluation processes, and difficulties in adapting to the new context. These issues highlight the inherent limitations of remote teaching for practice-based disciplines. Stress, in this case, emerges as the outcome of the interaction between individual needs, available resources, and environmental demands.

Keywords: Stress, Culinary Teachers, Virtual Learning Platforms,

Introduction

The outbreak of the COVID-19 pandemic throughout the globe brought about a greater demand and impact for technology in the field of education. Academicians have tried and tested the effectiveness by using it in their teaching and learning process by introducing and evaluating programs and developing the best and sustainable use of technology-assisted learning, as large no of these programs are available in the market (Pan, 2020; Valantinaitė & Sederevičiūtė-Pačiauskienė, 2020). The world is still in a war against this natural phenomenon, while several measures continue to be taken by authorities both nationally and internationally. With the outbreak there were several challenges witnessed in the education sector which

continued to generate a great crash which could not be scripted into a single report. The quick and abrupt shift from traditional teaching (face-to-face) to online (distance) learning approach has had diverse levels of impact in parts of the globe The figures indicates that at least 463 million children globally could not access remote (distance) learning during school closure in 2020. According to UNICEF, the detrimental effects of the pandemic have by no means been distributed equally across the globe.Learning via face to face was less during the pandemic between the two genders that is teachers and students as the boom of technology has soon that it could fill up the gap subsequently. (Almenara & Valencia, 2020).

Work-related stress is a major problem in the area of occupational health and safety (Hassard, Teoh, Visockaite, Dewe, & Cox, 2018; World Health Organisation, 2019). It affects not only people's health, but also that of organisations and national economies (European Agency for Safety & Health at Work, 2018). Work-related stress may be defined as a negative psychological state with cognitive and emotional components which affect both the health of the individual and that of the group (Hassard & Cox, 2011). It occurs when someone realises that they do not have the physical or mental strength or the resources to cope with excessive demands and pressures (European Agency for Safety & Health at Work, 2018). In its 2013–2020 action plan on mental health in the workplace, the World Health Organisation (WHO) prioritises prevention of stress through specific programmes (mhGAP) in order to reduce workplace absenteeism, increase productivity and improve the wellbeing of workers (WHO, 2019): organisations must offer support to those who are stressed so that they may carry out their work properly or, if absent, return to it. Within this area, education is one of the professions with the highest levels of work-related stress when compared to other professions (Travers, 2017). This is a worldwide phenomenon (Skaalvik & Skaalvik, 2017a, 2017b), and is escalating (Health & Safety Executive HSE, 2018; Mérida-López & Extremera, 2017a). In fact, stress has become the principal indicator for teachers' mental health (Guerrero-Barona, del Amo, Moreno-Manso, & Guerrero-Molina, 2018), and is a key variable in studies of the profession's psychosocial risks.

Culinary Teachers are among the professionals who have experienced professional hardship during the period of the pandemic. The experience of an abrupt shift from traditional face-to-face to distance learning has been associated with an increase in stress to conduct demonstration through online which was a major cause of stress as the learning can be effective only through hands on teaching. Besides various psychological effects (not engaging students with hands on teaching), effects was also seen in the behavior of students frustrations and the stress of missing classes. The wild Pandemic brought across incidents of deaths between their students families and relatives which has moved them to a state of depression due to which they lost interest in attending classes. There has been large no. of dropouts of students in various higher education institutions, worldwide estimated around 75% of students have experienced unease and anxiety resulting from the suspension of studies. The common problem seen among culinary teachers where not being able to perceive the same quality of teaching the students which was only possible in offline mode, academic support, and adequate resources to support their online teaching. The outbreak has affected students' academic performance and affected culinary teachers loss of teaching interest due to virtual teaching mode.

"*Coping strategies refer to behavioral and cognitive strategies used by persons to manage crises, conditions, and demands that are perceived as distressing. These strategies can be classified into four, namely cognitive approach, cognitive avoidance, behavioral approach, and behavioral avoidance* "(Quansah, F.; Frimpong, 2022)

Teachers coped the situation by applying active and effective learning strategies in order to reduce risk of

increasing their stress and burnout. These quick pedagogical decisions adapted by the teachers in the first moments of confinement was very vital in the distance teaching learning process.

This study aims to bridge this literature gap by exploring the correlational relationship between culinary teachers stress in conducting online classes during the pandemic.

Stress among teaching professionals

Several studies has underlined disturbing levels of stress and exhaustion in the education sector (von der Embse, Ryan, Gibbs, & Mankin, 2019). In fact, there is growing interest in the study of this issue in international research (Mérida-López & Extremera, 2017a; Szigeti, Balázs, Bikfalvi, & Urbán, 2017). The literature offers multiple reasons for both stress and exhaustion. On the one hand, teaching staff are faced with complex situations with high emotional involvement (Mérida-López & Extremera, 2017b). On the other, education presents a high level of complexity deriving from the continuing political reforms, never-ending bureaucratic burdens, and management of the learning and personal needs of a very diverse student body, including challenging behaviour, absenteeism, family problems or lack of motivation.

In addition, teaching professionals must make continuous emotional adjustments regarding the organisation and expectations of both students and parents (Castillo-Gualda, Herrero, Rodríguez-Carvajal, Brackett, & Fernández-Berrocal, 2019), with an overload of work and lack of discipline in the classroom (Aparisi, Torregrosa, Inglés, & García-Fernández, 2019).

In that study, together with perceived stress, the main indicators of teachers' mental health were the level of satisfaction and the degree of commitment they showed. In a regression study, Jones-Rincon and Howard (2019) found that factors associated with teaching stress were being Hispanic, not having many years' teaching experience, suffering from major depression and teaching at primary level. In addition, Boldrini, Sappa, and Aprea (2019) state that a sample of Swiss vocational education teachers were stressed by their low social status, continuous exposure to curricular reforms and changes in the subject matter, together with frustration related to students' low motivation and little vocational maturity. At the higher education stage, in a systematic study review carried out by Rodríguez-García et al. (2017), greater stress was found amongst young women teachers who used passive strategies to confront stress and had introverted, isolated and cold personalities; they were overworked, had inadequate salaries, did not feel the support and assistance of management and/or colleagues, did not feel their work was recognised, and were highly engaged and committed. Cladellas-Pros, Castelló-Tarrida, and Parrado-Romero (2018) find that the satisfaction, health and stress of university teaching staff depend mainly on their contractual status. The highest level of stress is associated with the profile of a young teacher with a temporary employment contract and low work satisfaction. The consequences of stress and exhaustion are multiple and may include less professional commitment, greater absenteeism lower efficiency in the management of the classroom and the teaching, and less assessment feedback to students (Castillo-Gualda et al., 2019), in addition to abandoning the profession (LaBarbera & Hetzel, 2016; Skaalvik & Skaalvik, 2017a, 2017b), lower quality relationships with the children (Collie, Perry, & Martin, 2017; Jiménez, de Albéniz Iturriaga, Molina, & Pedrero, 2019) and a positive association with depression among teachers (Roberts et al., 2017).

Interventions on teaching professionals´ well-being

The high number of interventions about stress prevention and strategies to reduce the levels of stress of teaching professionals found in the literature is astonishing. In this context, mindfulness programmes (MBI), intervention to develop emotional intelligence and the development of self-efficacy among teaching staff appear to be the most studied and most effective methods over the last few years.

Enhancing emotional intelligence

Enhancing the emotional intelligence of teachers has a potential protective effect both in the education organisation and in the treatment of stress and exhaustion at a personal level (Chan, 2006; Durán, Extremera, & Rey, 2004; Llorent, Zych, & Varo-Millán, 2020; Mérida-López, Extremera & Sánchez, 2019; Mérida-López & Extremera, 2020). Mérida-López, Bakker et al. (2019) only partially support this hypothesis, because emotional intelligence does not moderate the effect of the emotional demands created by self-perceived stress, but it does moderate the relationship between perceived stress and commitment to work in both preschool and primary teachers. Emotional intelligence functions as a personal resource which helps teachers manage the effects of stress on their work commitment. In addition, Martínez-Monteagudo, Inglés, Granados, Aparisi, and García-Fernández (2019) have studied different emotional intelligence profiles (trait) and their relationship with teacher depression, anxiety, stress and exhaustion. Thus, teachers with high levels of attention and low levels of repair show greater exhaustion, depersonalisation, anxiety and stress. On the other hand, the profiles that adapt best to exhaustion, anxiety, depression and stress correspond to teachers with high levels of comprehension, attention and repair, and those with a predominance of low attention and high emotional repair. So, it seems that, whatever the case, improving emotional regulation is a clear asset in teacher training.

Mindfulness intervention

A mindfulness-based intervention (MBI) favoured the increase of self-efficacy and regulation of the emotions, and reduced stress (Emerson et al., 2017). In the same vein, Lomas, Medina, Ivtzan, Rupprecht, and Eiroa-Orosa (2017), In other cases, MBI, through the CARE programme, enhanced the relationship with students and sympathy for them, due to perspective-taking and reassessment. Furthermore, the teachers stopped interpreting students' reactions as a personal affront (Jennings, 2016; Sharp & Jennings, 2016). However, Elreda et al. (2019) and Becker, Gallagher, and Whitaker (2017) only find a moderate but significant relationship between the practice of interpersonal mindfulness, the perceived stress of teachers and the emotional support perceived by students, which suggests that for teachers with high levels of stress, interpersonal attention in particular may be a valuable resource to promote the emotional support of students.

Working on self-efficacy beliefs

From the meta-analysis by Zee and Koomen (2016), which reviews 40 years' research into teachers' self-efficacy and its influence on the quality of the classroom atmosphere, the academic adjustment of the pupils and the psychological wellbeing, satisfaction and commitment of the teaching staff, we can conclude that, in the majority of studies, low self-efficacy is related to teacher exhaustion. In turn, this self-efficacy influences the academic adjustment of the pupils due to the educational support they receive from their teachers. In the case of Nathaniel, Sandilos, Pendergast, and Mankin (2016), the results indicate a significant effect of self-efficacy on the participation and self-efficacy of the students.

Likewise, in primary and secondary teachers, self-efficacy, optimism, hope and resilience (the so-called psychological capital) together were a protective factor against exhaustion thanks to a positive coping style, particularly in teaching staff with over ten years' professional experience (Zhang, Zhang, & Huang, 2019). In addition, faith in collective efficacy, relative to the support, communication or management of stress, together with confidence in colleagues, favours teacher wellbeing (Strahan née Brown, Gibbs, & Reid, 2019). In short, work on teacher self-efficacy is an asset that cares for their health (Skaalvik & Skaalvik, 2014).

Coping styles

Regarding coping styles, García-Arroyo and Osca (2019) have carried out an exhaustive review of studies among the teaching population on the effect of the use of either active or direct strategies (which change the situation and modify the stress factor), or passive or indirect strategies (directed towards regulating the emotional response generated by the stressor). They conclude that the former have to do with the psychological wellbeing of teachers and the latter with their exhaustion. In turn, evasive actions C. Iriarte Redín and A. Erro-Garcés *International Journal of Educational Research 103 (2020) 1016233* (distracting oneself from the stressful stimulus) may be useful when the work overload is very high. In fact, according to extant literature, teachers seem to suffer from higher stress and burnout than other professions and concrete interventions have been carried out to support teachers´ wellbeing. In this context, research about burnout in teaching professionals has received the attention of researchers in recent years. This article contributes to this line of research.

Teachers' burnout during covid-pandemic

Impact of the Pandemic and change in teaching pattern from face to face to online brought across high stress and workload, culinary teachers have had limited time to look for appropriate online materials for students' needs and levels. They have shared many teaching materials, videos on demonstration which would be the most suitable for their learning. A study conducted in the US indicated that 72% of students had a high level of stress than usual. In comparison, 73% of respondents expressed fears related to depression, anxiety, and other mental health issues associated with COVID-19. At the same time, most of them were more concerned about their graduation. Education institutions have been forced to switch to e-learning despite the challenge of readiness and competency among teachers, which affected both students and teachers. Work-ethical dilemmas have been raised as a challenge during the pandemic. Learning from home was very challenging as they did not find a conducive environment to focus and learn, especially from low socioeconomic status. Teachers has been working higher than before to comply with the syllabus requirement. Context factors surrounding COVID-19 include the ease of transmission, delayed testing, limited medical equipment (ie, first aid service), and lack of immunity among the population, producing anxiety and stress among culinary teachers. The uncertainty of the COVID-19 trajectory and the teachers' general level of anxiety within the Institution increased pressure on their health, students' health, and the public welfare system. There is great need for skilful culinary employees for a wide variety of positions in the hospitality, hotel, and restaurant industry. Culinary school provides a baseline educational experience for students looking to pursue this career field. Culinary instructors find themselves obligated to discover ways to promote student learning in classic culinary competencies while evolving with a population that is tech-savvy and requires more than the standard lecture and rote memorization of materials. Initial feedback suggest that including videos in the culinary arts classroom facilitates learning, and though they cannot replace in-class live demonstrations, are beneficial educational accompaniments. Virtual platform pressure is felt most by institutions/teachers/students who are involved in courses/domains that relies heavily on action-learning, experiential methods, and learning through hands-on-experience like culinary arts in Hotel and Tourism.

Stress which is an individual's response to change in circumstance or to a threatening situation. It can be viewed as a personal reaction to an external event/demand like conducting online class or to an internal state of mind like worrying about teaching in online class. Stress tends to increase with the prospect of not being able to cope with the situation at hand. Today's demands and pressures guarantee that all human beings will experience stress. Stress is simply a by-product of life.

Stress impacts teachers' physical and mental health over time. Specifically, stress and burnout predict teacher depression (Shin, Noh, Jang, Park, & Lee, 2013). Stress also can lead to increased absenteeism and to teacher attrition, which are costly to the educational system.

Little is known about factors that contributed to difficulties of teachers to ensure continuation of instruction, when most teaching was conducted from home. They had to work for long hours to cope up with the situation keeping aside their personal life which is very challenging when working from home. The vast majority of them experienced technical barriers, but most of them felt able to cope functionally with the stress. Female teachers experienced significantly more stress, but coped with it more often in a functional way; teachers used more functional coping strategies when they expected external factors as barriers for virtual teaching. The results imply that teachers' digital skills should be developed, institutes should be better equipped with the necessary computer hardware and software, and more research on psychological factors contributing to teachers' willingness to use technologies for remote teaching in the pandemic. During the lockdown, both conditions certainly applied. Stressors outside of work can also play a key role, such as socio-demographic factors or coping strategies. Carver, Scheier, and Weintraub (1989) distinguished between different styles of coping with stress, which could be either active or functional on the one hand or could impede activity and hence be dysfunctional on the other hand.

Past Research Pre-Covid and Post-Covid have focused much on the sources of stress among students and their coping mechanisms to mitigate the effects of virtual learning environments however not much study has been done in favor of culinary teachers who model of teaching is action oriented demonstration and hands on experience in order to develop the interest and passion of students who take culinary forward in their career, in this regard the virtual platform could not prove to add value in the learning. Students who were planning to pursue the career of a chef did not feel the heat of the kitchen or the sound of the utensils, the noise of the knife dragging across the chopping board, could not visualize the factors behind how a vegetables needs to be cooked to attain the perfectness, the hustle bustle of the kitchen and the pressure undergone by the chefs to create a recipe in due time with the right ingredients and serve exactly the right way , these natural action oriented feeling could not be substituted by virtual learning Platform. It was observed that culinary teachers leaves a very stressful life due to the nature of work and dedicating lot of time in the student teaching at the lab which does not allow them in online classes.

Education & e-learning

Dramatic changes in the way people across the world live, play and entertain, have changed the way people learn too. Education sector has witnessed a sea change, given the changing demographics, changing industry expectations and a brave new world of youngsters who seek the power of knowledge in transforming their lives, with disdain for distances. Classroom learning is effective, but not the only option anymore. With Internet playing the great equalizer of our times, options like distance learning and self-based learning programs are much more effective, than they were before. Today, universities and knowledge leaders are able to deliver training to students in countless innovative ways. It is all about innovative use of technology, in ways that suit their situations best.

1 Sources of Stress in Teaching

Kyriacou and Sutccliffe (1978 cited by Travors and Cooper 1996) suggest a model to find out the sources of teacher stress- this model results in eight component parts:

1. Potential occupational stressors job that could cause excessive stress, for example noise levels, heavy work load, inadequate buildings and physical working conditions.

2. Appraisal- this refers to how potential stressors in the teachers working environment are perceived. This perception will largely depend upon the personal characteristics of the individual teacher.
3. Actual stressors these are the potential occupational stressors that an individual teacher has seen as being a threat to his /her well being or self esteem.
4. Coping strategies attempts that an individual teachers makes in order to reduce a perceived threat. e) Teacher stress this describes an individual teacher response to negative affect that has corresponding psychological, physiological and behavioral reactions.
5. Chronic symptoms- the feelings of negative affect that has corresponding psychological, physiological and behavioural reactions
6. Characteristics of the individual teacher these essential components in the experience of the teacher stress interaction include demographics, personality attitude value and an individual teachers ability to cope with any demands encountered in this work place. h) Potential non occupational stressors- these are those negative aspects of the teachers life outside of school and that may enhance or the vicious circle scenario of teachers stress.

Perceptions of online learning

One of the most persistent challenges that faculty need to overcome before agreeing to teach online is the still wide-spread perception, both inside and outside academic circles, that online learning is a less worthy form of education (Seaman, 2009; Adams & Defleur, 2005). The prejudice in favor of face-to-face instruction over distance education has its roots in the early days of the field: "Correspondence study, which was designed to provide educational opportunities for those who were not among the elite and who could not afford full time residence at an educational institution, was looked down on as inferior education" (Gunawardena & McIssaac, 2004, p357). This negative perception has remained attached to the field of distance learning: "Distance education has always been known for its departure from the conditions in which teaching and learning naturally take place. To some extent, distance education is a pedagogical oddity, often requiring further justification, such as the extension of educational opportunities or the encouragement of online learning" (Larreamendy & Leinhardt, p570, 2006).Recent quantitative data substantiate the persistence of such perceptions today as "Less than one-third of chief academic officers believe that their faculty accept the value and legitimacy of online education" (Allen & Seaman, 2009, p3). This Sloan Consortium report goes on to note that the situation has not changed significantly since 2002, although online learning enrollments and offerings have grown substantially. Perhaps more significantly, in 2009, 80% of U.S higher education faculty with no online teaching or online course design experience believed that the outcomes of online learning were inferior to those of face-to-face courses. In contrast, the majority of faculty with experience in online teaching and course design believed that the outcomes were either equivalent or better (Seaman, 2009). Despite evidence that carefully designed online courses yield excellent learning outcomes (Means et al., 2009), the stigma attached to this teaching modality remains an important hurdle to overcome for those who have never taught online. The existing literature on faculty preparation to teach online mainly identifies practical barriers to a successful transition to the virtual classroom. However, very little attention has been paid to the internal changes that teachers need to experience before changing their teaching practice, and little attention has been paid to the impact of such changes on teachers' professional identity. The existing literature on faculty preparation to teach online mainly identifies practical barriers to a successful transition to the virtual classroom. However, very little attention has been paid to the internal changes that

teachers need to experience before changing their teaching practice, and little attention has been paid to the impact of such changes on teachers' professional identity.

This research focuses on the interplay between teachers' beliefs and their teaching practice, but also considers the influence of the socio-cultural contexts in which teachers are embedded. By considering not only internal and external factors influencing the transition online, but also the ways in which these factors interconnect, this systematic approach offers a more comprehensive picture of the impact of online teaching on the teaching profession and teachers' identity

Concept of Stress

Stress in one of the most pervasive phenomena of the modern world and it affects people from all walks of life. Right from the time of birth until the last breath drawn, an individual is invariably exposed to various stressful situations.

According to Van Wyk (in Olivier & Venter, 2003), stress is derived from the latin word "strictus" that translates into taut, meaning stiffly strung , Oliver and venter (2003) rely on the definition of Dr. Hans Seyle, who defined stress in physiological terms, as a non-specific or generalized bodily response. Teacher stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress (Forlin & Hattie, 1996).

Stress has been variously defined but it generally is recognized as an unpleasant emotional state (Kyriacou, 1989), which is said to occur when there have been prolonged, increasing or new pressures that are significantly greater than the coping resources (Dunham, 1992). The consequences of stress include health problems and reduction in work performance effectiveness (Quick & Quick, 1984). Stress is also a factor in staff attrition, absenteeism and low morale (Billingsley & Cross, 1992). Kyriacou (1978), on the other hand, defines stress as a response syndrome of negative effect that develops when there are prolonged and increased pressures that cannot be controlled by the coping strategies that the individual has. According to Fisher (1994) and Keiper & Buselle (1996) positive or good stress, referred to as eustress can act as a motivating agent for achievement. Moderate levels of stress may induce improved effort to work improved diligence and stimulate creativity (Schermerhorn, Hunt &
Osborn, 2000). Distress, on the other hand, is negative or destructive stress, as it causes serious ailments or discomforts (Keiper & Buselle, 1996).

Stress in teachers, which often leads to burnout, has attracted considerable research over the past 30 years (Schamer & Jackson, 1996). Studies investigating the phenomenon of stress in teachers have been conducted in the United States (Litt & Turk, 1985; Millicent & Sewell, 1999; Schonfeld, 1990), Australia (Pithers & Fogarty, 1995; Tuettemann & Punch, 1990), Hong Kong (Hui & Chan, 1996), The United Kingdom (Brimblecombe, 1995; Chaplain, 1995; Troman, 2000), Jamaica (Soyibo, 1994), Greece (Okebukola, 1992), and Canada (Bryne, 1996; Dussault, Deaudelin, Royer, & Loiselle, 1999). these studies suggest that the phenomenon of stress in teachers is widespread with up to one half of surveyed teachers reporting their jobs as stressful (Borg & Riding, 1991a). although researchers have attempted to explain or predict levels of teacher stress based on factors such as grade level (e.g., primary versus secondary), location (e.g., rural versus urban), workloads, and job satisfaction, they have not consistently shown that specific groups of teachers have higher levels of occupational stress than others (Kyriacou, 1998).

Workplace Skills Required by the Industry

Workplace skills refer to the ability and efficiency of culinary arts students of arts culinary vocational

college to apply the elements of workplace skills introduced by the Secretary's Commission on Achieving Necessary Skills (SCANS) before they go on-job-training and until they can meet employers' demand in the industry. Workplace skills are a non-technical efficiency owned by an individual that has newly started work in the industry. These skills have become a priority for employers in employee selection. Kane et al. (1990) stated that workplace skills consisted of two skills, namely basic skills and workers' competency that they needed to strengthen their work performance.

Workplace skills contribute about 85% of job needs and job readiness, compared to 15% of academic and basic skills (Wats & Wats, 2009). The data shows that basic knowledge and academics do not guarantee graduates a job if they are not equipped with workplace skills (Prasad & Parasuraman, 2015; Sharma & Sharma, 2010). Workplace skills are also defined as one set of attributes, skills, and knowledge that are truly needed by all employees in the industry to ensure that they become effective employees (Wikle & Fagin, 2015). Meanwhile, Cobb et al. (2015) stated that workplace skills were personnel skills and interpersonal skills that were difficult to be seen and rated. Suleman (2016) stated that it was not easy to define workplace skills because there were no boundaries on skills sets reported by employers in the job advertisement. At the same time, Mustafa et al. (2008) stated that workplace skills did not have a single definition, but the definition varied according to text and context. According to Tyagi and Tomar (2013), workplace skills integrate the right proportion of these components into formidable abilities and eventually transform those skills into competencies. Workplace skills are also referred to with various names in other countries with different cultures, such as soft skills, generic skills, employability skills, non-technical skills, key competencies, common skills, core skills, and others.

Work Engagement and Compassion Fatigue

Work engagement refers to as positive behaviour or a positive state of mind at work that leads to positive work-related outcomes, Employees with high levels of work engagement are energetic and dedicated to their work and immersed to their work. The state of mind normally characterized by dedication, absorption, and vigor. It is applied to professional workers and student activities (academic engagement). Zeal to be engaged in work refers to a high level of mental resilience and energy, persistence (during difficulties), and willingness to invest more effort and energy during working. Dedication is a strong involvement in one's work as one experience a sense of inspiration, pride, enthusiasm, significance, and challenge. The third dimension of work engagement is absorption, which refers to workers' full concentration on what they do, accompanied by the feeling that time passes quickly as they find it difficult to detach themselves from such work.

"*Studies have demonstrated several antecedents of work engagement, including work values, perceived organization support, and job crafting. In addition, work engagement can result in several work-related advantages like workplace well-being, job satisfaction, and resilience.*"(Psychology Research and Behavior Management 2022:15 2561–2571) There are still gaps in the influence of work engagement on teachers' compassion fatigue, especially during the COVID-19 pandemic. This study aims to close this gap by exploring the correlation between culinary teachers stress and difficulties in teaching through online mode during the pandemic.

This study aims to explore culinary teachers stress in adapting to online teaching learning during the COVID-19 pandemic and the extent to which their work engagement which is mostly hands on teaching has changed which reflects to their (vigor, dedication, and absorption) and brings across stress and challenges which affects both the teacher and the student.

Conclusion

The study has indicated an important result on teachers' work engagement and compassion fatigue. However, the survey was done during the COVID-19 pandemic and cannot be compared to any other period before and after the pandemic. Further studies can be done after the pandemic to compare teachers' engagement and compassion fatigue from COVID- 19 complications. In future research, a general Professional Quality of Life can be measured to assess compassion satisfaction (CS) and compassion fatigue (CF). By using another sample, future studies can add to the existing literature, including this one, especially taking into consideration that out of 30 items of the Professional Quality of Life Scale version 5, only 10 items appeared to fit with CF in the current study.

Teaching engagement needs to be assessed progressively, as studies continue to reveal different results from one time to another, depending on a social situation (ie, the COVID-19 phenomenon). The findings have supported previous studies23 that organizational support is crucial in ensuring effective teaching and teachers' psychological well-being. However, it can be further noted that organizations cannot work effectively unless the reality of teachers' psychological status is revealed by empirical findings.50 Work engagement is important among all employees in different sectors, especially in teaching. Apart from reducing compassion fatigue, work engagement plays an important role in employees' well-being, satisfaction, and performance. In this regard, we may conclude that teachers' work engagement reduces their compassion fatigue and benefits the organization and customers (schools and students or parents) through their work improvement: school organization, parents, students, and teachers all benefit from teachers' work engagement. During the pandemic, studies have reported that many teachers were planning to quit their job or retire early.7 We build our recommendation from that point that teaching assessment will help policymakers effectively plan to maintain teachers in their teaching career, especially by ensuring their workplace well-being. The results from this study should also be paid attention to by teachers, especially with the point that their well-being is determined by their level of engagement in their workplaces.

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