



AN EMPIRICAL STUDY ON THE IMPACT OF COVID-19 ON WORK-LIFE BALANCE OF TEACHING EMPLOYEES IN HIGHER EDUCATION SECTOR OF VADODARA (INDIA)

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Abstract

The higher education sector is amongst the most fundamental contributors to a country's international, native, and country-wide assets. Work-life balance is deemed to be a substantial element in determining work satisfaction and the quality of work among academicians. Throughout the coronavirus pandemic, the Indian system of education encountered a variety of obstacles, making it challenging for academicians to sustain a healthy sense of balance between professional and private life while delivering a high quality of education. The focus of this research is to analyze the association between work-life balance and a variety of characteristics such as designation, remote work, and social responsibilities among teaching professionals in the higher educational sector. 136 teaching professionals from numerous establishments with varied designations were chosen indiscriminately for this study. Primary data was collected for the purpose of study. SPSS software was used for the research analysis where chi-square test was carried out to find out the results for the study.

Keywords: Work-From Home, Work-Family Conflict, Work-Life Balance, Teaching Professionals.

1. Introduction

As a result of the coronavirus pandemic, the academic sector has experienced tremendous upheaval, making it more difficult for academics to transfer from traditional teaching techniques to remote work. Teaching professionals encounter a multitude of problems involving stress and tension on a daily basis in order to find methods for preserving and maintaining their work-life balance and job satisfaction since they are held accountable and responsible for guiding a country's youth, which eventually shapes the country's future (Rapoport, 2002). (Chung, 2020) WLB is the link between paid organizational work tasks and unpaid personal commitments within one's circle of friends and relatives, in conjunction with personal

advancement. (Kalliath, 2008) Work-life balance is “the extent to which an individual’s efficacy and success in both work and family responsibilities are truly balanced with a person’s personal desires” (Chung, 2020). As academicians have an imperative role in building the intellectual capital of a country, it’s far more exhausting to separate professional and private life. WLB is important in optimizing an academic’s performance and contentment. According to the research conducted by Teacher’s Well-being Index survey, 74% of teaching employees stated that their inability to transition their minds from the workplace to private life leads to a terrible WLB (Getting the right work-life balance, 2020).

Due to the onset of the COVID-19 pandemic, there is a fundamentally new set of hurdles for human resource management guidelines and processes for boosting the fulfillment of work-life balance of academicians in the higher educational sector (Ilić-Kosanović, 2021) (Raina, 2021). The workload of higher educational teaching employees is becoming more complicated and consists of demands that go way beyond bounds of teaching and medical studies (Castaneda, 2013). This study aims to thoroughly examine the attitudes and beliefs of teaching experts in top academic institutions of various designations concerning the impact of imposed lockdowns, the transition to an online learning mode, as well as other educational duties and the preservation/maintenance of equilibrium in academic and domestic life (Wikipedia, 2022).

1.1 Work-life balance

WLB regulations and strategic initiatives are essential for an agency to improve employee performance, reduce absenteeism, higher quality of service, and support superior psychological health among personnel (2015). The WLB demonstrates the dynamic of one’s lifestyle among work and personal responsibilities, and the influence they have on all dimensions of work performance and effectiveness. The superior quality of WLB is a fundamental catalyst in dealing with crucial elements affecting efficacy and satisfaction of teachers, which allows student learning and enriches satisfaction degrees (Azam MALIK, 2021).

In today’s world, WLB is among the widely discussed topics of conversations within the boardrooms and may be an extensive subject of difficulty for managers and human resource professionals. WLB offers benefits consisting of reduced health care expenses, higher employee engagement, growth and productiveness and superior talent management (Prasad, 2020) (Agrawal, 2018).

1.2 Objectives of the Study

- To investigate the factors affecting WLB (work-life balance) and productivity.
- To examine the work-life balance of our respondents.
- To evaluate the impact of WFH (work from home) upon work-life balance of our respondents.
- To analyze the level of stress in teaching employees due to WFH.

2. Literature Review

1. (Azam MALIK, 2021) According to the findings of this study, there is a significant relationship between an excessive amount of workload and a decrease in overall satisfaction among male academicians. As a result, developing pragmatic WLB policies is critical to improving morale and overall performance. Teamwork and mutual assistance facilitate an enhanced educational environment for college academicians, having a favorable effect on their WLB.
2. (Aithal, 2020) Individual, family, and organizational elements play an essential role in determining the extent of WLB amongst academicians. In general, individuals have faced moderate challenges related to the three issues affecting their WLB. WFCs ought to be handled as they immediately effect work, in addition this research emphasized the importance of handling WLB problems of women through effective control and cooperation of family members, which leads to enhanced satisfaction levels, prosperity, and reduce absence of employees without proper cause.
3. (Pan Lee Ching) According to this study, teaching professionals encounter many forms of stress; they can be precisely classified as “eustress and “distress”, the study has described extra workload as a hindrance stressor leading to distress amongst teaching experts affecting job performance, restricting effective interaction among work, life and individual development. Immoderate workload may result in adverse

stress amongst teachers, which results in mental exhaustion and burnout, posing a massive range of threats to their WLB. A balanced quantity of workload is vital for preserving WLB.

4. (Prasad, 2020) Remote work has contributed immensely throughout the entire span of the COVID-19 pandemic, serving as a tool for reviving routine operations. It is deemed to be the future of work. The study highlighted various advantages and disadvantages with regards to working from home and their impact on the WLB of professionals. A precise delineation between working hours and personal time, as well as a method for fostering relationships during remote work, are fundamental for sustaining WLB throughout the coronavirus outbreak. The study indicates the improvement of WLB friendly remote work regulations for curtailing the disadvantages of remote work.
5. (Tyagi, 2020) conducted a study in the Ghaziabad region amongst teaching professionals concerning their WLB. Obtaining a suitable balance between professional and personal life is crucial in determining organizational and overall effectiveness. The researcher particularly emphasized the concept of stress and how far it influences WLB. Women in the teaching profession face a plethora of demanding situations where managing multiple duties and obligations, both private and professional, creates an exhausting and enduring challenge for them. The majority of respondents said 'time management' at work or in domestic conditions is the key to attaining WLB.
6. (Jailaxmi, 2020) carried out research on the multifaceted interrelationship between demographic variables and WLB. Primarily, the principal focal point of this research is our incredibly unstable and aggressive work culture and environment. The researcher highlights the overwhelming number of obligations and duties amongst married couples, stating a significant relationship between gender roles and WLB. The studies exhibit a holistic approach towards developing future regulations for assisting and improving the WLB of personnel in the educational sector.
7. (Saraf, 2020) offers insights on the dynamic and challenging nature of the higher education sector, causing a shift in family and work life, balancing WLB becomes a complicated challenge for female teaching experts. Technological improvements and a considerably excessive volume of workload have a profound impact on the physiological and mental wellness of our academicians. The study additionally states the interrelation between domestic life and work life as a female academician is obligated to perform well at work when family responsibilities are carried out efficiently and effectively.
8. (Miriyala, 2011) carried out an empirical study on WLB and its necessity for each class of worker in teaching sector. Concepts inclusive of DISK (dual income single couples) and nuclear households shall be considered while formulating WLB regulations. WLB dilemmas in relation to age and gender of personnel have been analyzed in this research, this researcher concludes via declaring a loss of recognition with regards to WLB practices in public and private sector institutes and the significance of imposing such practices to support job satisfaction levels amongst academicians.

2.1 Research Problem

A great majority of work-life balance studies are based on commercial organizations and corporate personnel. According to the reviewed literature mentioned in this study there is a lack of research based on academicians's WLB post COVID-19 pandemic with regards to WFH especially in Vadodara, Gujarat, India.

2.3 Research Significance

Work-life balance has become a universal issue, especially since the advent of work-from-home opportunities. Essentially, technology has increased the speed of operating rather than easing work practices. Employees are expected to work long hours and meet increasingly stringent deadlines. Many educational institutions require teaching employees to work up to 14 hours a day creating imbalance between work and personal life. Additionally, the modern workforce is more concerned with WLB issues and policies incorporating flexi hours and overtime policies. Considering all the aforementioned issues concerning work-life balance, this empirical research focuses primarily on teaching members of higher

education sector. This research will investigate and scrutinize elements like age, gender, and job title, accompanied by aspects including work-life balance, sleeping habits, and remote work.

3. Research Methodology

3.1 Research Design

Descriptive research method is used to analyze the work life balance and stress level increased in teaching employees due to covid-19. The research is basically discussed about the how teaching employees are maintaining their work life balance with remote work.

3.2 Data Collection: Primary data is collected by using the questionnaire which was limited to the higher secondary teachers and college professors in Vadodara city.

3.3 Data analysis method:

Data analysis is represented in quantitative manner. The data analysis is done by using SPSS software with help of graphs. Chi-Square test is used to analyze the data.

3.4 Data Analysis and Interpretation:

Table 1: Demographic Factors affecting work life balance

Variable		Frequency	Percent	Valid Percentage
Age Group	18-25 years	22	16.2	16.2
	25-35 years	81	59.6	59.6
	35-40 years	18	13.2	13.2
	40+ years	15	11	11
	Total	136	100	100
Gender	Female	71	52.2	52.2
	Male	65	47.8	47.8
	Total	136	100	100
Current Position	Less than 2 years	38	27.9	27.9
	2-5 years	57	41.9	41.9
	5-10 years	27	19.9	19.9
	10+ years	14	10.3	10.3
	Total	136	100	100

As per the analysis and data collected, we found that 59.6 % respondents are in the age group of 25-35 years while 52.2% of the respondents were female employees. Employees who are having experience of 2-5 years had responded more as compare to the other employees who are having less experience.

Hypothesis of the Study:

H₀₁: There is no association between working remotely and stress level due to work from home.

H02: There is no association between working remotely and work life balance between teaching employees due to work from home.

H11: There is association between working remotely and stress level due to work from home.

H12: There is association between working remotely and work life balance between teaching employees due to work from home.

Chi-Square Test Analysis:

table 2: cross tabulation of hypothesis 1

			Do you ever feel stressed/ depressed because of working from home?			Total
			Yes	No	Maybe	
How long have you been working remotely?	1-5 months	Count	14	9	20	43
		Expected Count	13.2	12.2	17.5	43
	6-12 months	Count	11	9	23	43
		Expected Count	13.2	12.2	17.5	43
	12+ months	Count	15	18	10	43
		Expected Count	13.2	12.2	17.5	43
	None	Count	0	1	0	1
		Expected Count	0.3	0.3	0.4	1
	Total	Count	40	37	53	130
		Expected Count	40	37	53	130

table 3: chi-square tests of hypothesis 1

	Value	df	Asymp. Sig. (2- sided)	Monte carlo Sig. (2-sided)		
				Sig.	95% confidence interval	
					Lower bound	Upper bound
Pearson Chi-square	12.886	6	0.045	0.026	0.023	0.030
Likelihood Ratio	13.156	6	0.041	0.029	0.026	0.032
Fisher's Exact Test	12.518			0.029	0.025	0.032
Linear-by- linear Association	1.961	1	0.161	0.165	0.157	0.172

N of valid Cases	130				
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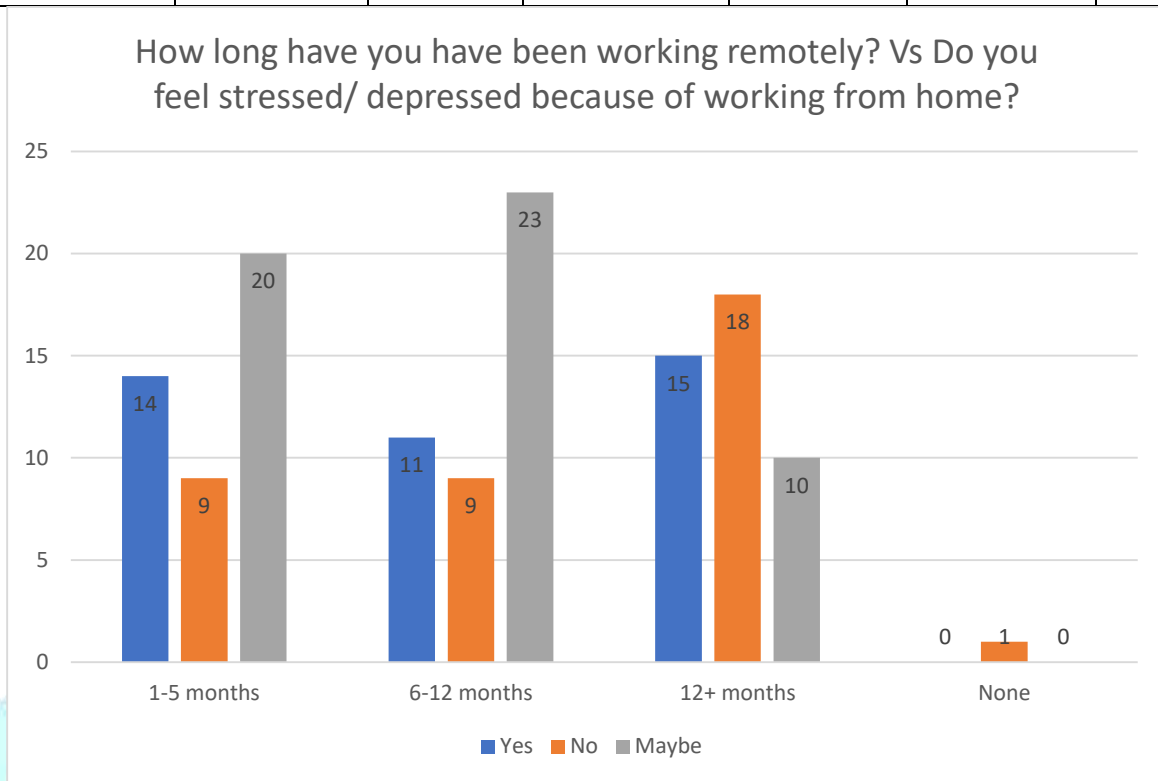


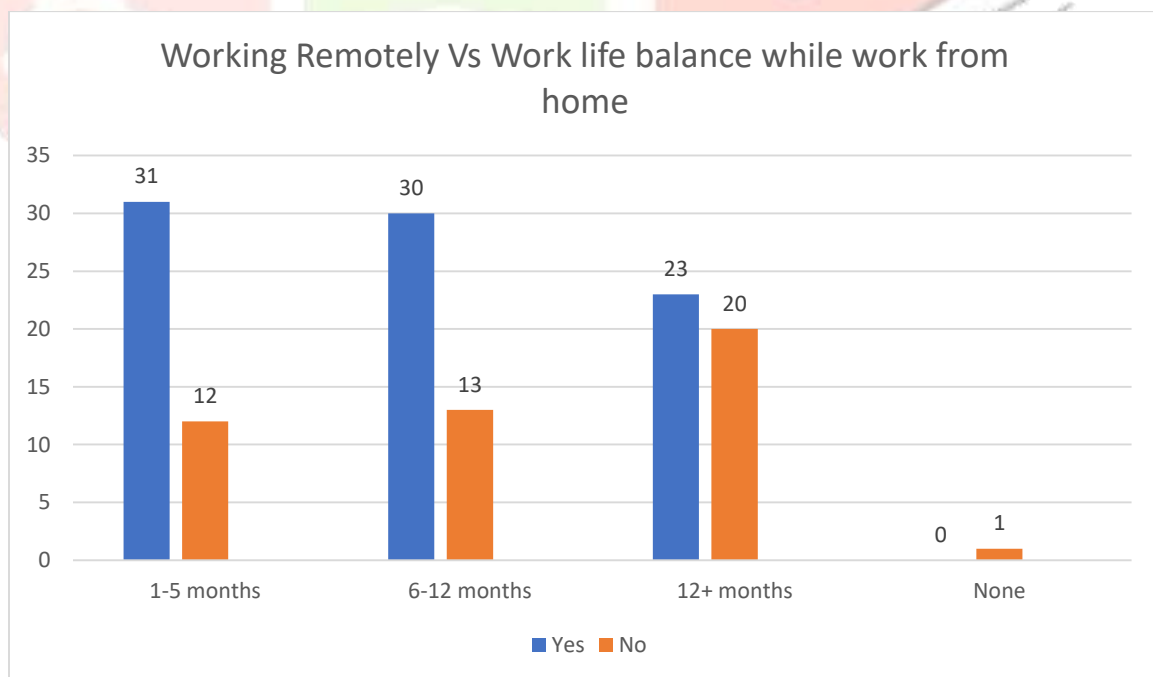
table 4: cross- tabulation of hypothesis 2

			Do you feel you're not able to balance your wok life while working from home?		Total
			Yes	No	
How long you have been working remotely?	1-5 months	Count	31	12	43
		Expected Count	27.8	15.2	43.0
	6-12 months	Count	30	13	43
		Expected Count	27.8	15.2	43.0
	12+ months	Count	23	20	43
		Expected Count	27.8	15.2	43.0
	None	Count	0	1	1
		Expected Count	0.6	0.4	1.0
	Total	Count	84	46	130

		Expected Count	84.0	46.0	130.0
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table 5: chi- square tests of hypothesis 2

	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)		
				Sig.	95%confidence interval	
					Lower bound	Upper bound
Pearson chi- square	5.705a	3	0.127	0.116	0.110	0.123
Likelihood ratio	5.925	3	0.115	0.116	0.110	0.123
Fisher's exact test	5.476			0.116	0.110	0.123
Linear-by-linear Association	4.165c	1	0.041	0.049	0.044	0.053
N of Valid Cases	130					



Chi-Square test Analysis:

- As per the chi- square test analysis, value for a given test i.e., 12.886 which is in significance level at 5% where p- value for the test is 0.047 which is greater than significance level ($\alpha=0.005$) and hence we cannot reject null hypothesis. Hence, we conclude that there is no significant evidence available to show relationship between working remotely and stress level due to work from home.

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4. Suggestions

Working from home poses plenty of challenges to an employee's work-life balance. Below are some suggestions for enhancing WLB during WFH:

- The government must provide formal remote work guidelines.
- Revising and developing different regulations and policies for WFH in different sectors.
- Government authorities should conduct inspections to ensure compliance with current labour legislation in different sectors.
- Creating formal discussion platforms for ensuring a family-friendly remote work experience is crucial.
- Providing academicians with all the necessary tools and gadgets.
- Developing a system for reviewing lectures, classes, and tests for authorities in educational institutions to ensure the credibility of remote work.
- Educational institutions may offer a scheduled break between continuous sessions for ease.

5. Conclusions

- During the COVID-19 pandemic, technology played an indispensable part in protecting our health through remote working methods. However, the flawed implementation of the WFH methods proved to be somewhat ineffective for WLB and our mental health due to the weak distinction between personal and professional lives. This research portrays statistics depicting an escalation in terms of dissatisfaction levels with WLB.
- The findings of this study conclude that there is a necessity for the effective creation and application of long-term and deep rooted WFH policies and practices for preserving and promoting the WLB of academicians. Educational institutions must prioritize the prevention of burnouts by ensuring that daily work hours do not surpass 12 hours, rendering a negative impact on stress levels, sleeping routines, and overall WLB of academicians.

6. Limitations

- There were significant constraints as a consequence of the ongoing COVID-19 outbreak and closures, restrictions, and other limiting factors, including a lack of accessibility while surveying our respondents, health hazards, and challenges in gathering prospective responses as a result of limited mobility and the limited accessibility of in-person methods for surveying.

7. References

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