



A STUDY ON WORK LIFE BALANCE OF TEACHING STAFFS IN SELECTED SCHOOL OF CHENNAI DURING COVID-19 PANDEMIC

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Abstract: The study was conducted among the teaching staff in selected schools in Chennai District. This study is an attempt to explore the tough challenges faced by the respondents in maintaining a balance between their personal and professional life during covid-19 pandemic. The study is based on primary data. A sample of 200 respondents was selected by convenience sampling method. This paper studies attitudes (in the form of interviews & questionnaire) of teaching staff. In this study, we investigated various factors that affect the work-life balance of respondents. The present study addresses the objective of understanding the socio-economic profile of respondents, their opinion about their career, work life balance, covid19 factors influencing them towards their outcome of work life balance and imbalances. The impact of work-life balance on life satisfaction was affected by respondents' attitudes, personal, social, family, ecological and psychological attitudes. Relevant hypotheses have been made to address the goal. Statistical tools like Chi-Square test, ANOVA, Correlation and percentage analysis were used. It can be concluded that while working in a family with teachers of all levels, especially school-age children, they experienced difficulties in maintaining a balance between work and life.

Key Words: Work life balance, Personal life, Professional life, Respondents, Covid-19 factors, Imbalance.

I. INTRODUCTION

The concept of work-life balance is composed of three words: work, life, and balance, and broadly includes the correct priorities of work and life. Balance is satisfaction and sufficient function at work, and conflicts of roles. Minimize at home. In today's fast-paced life, people find it really difficult to strike a balance between work pressure and the responsibility of being a housewife. Whether it's a man or a woman. This current problem of Covid 19's pandemic in business is a challenging factor not only for young professionals who are just beginning their family life, but also for young middle-aged parents who need constant attention to their families. The Coronavirus Disease 2019 (COVID19) pandemic has caused serious and unprecedented disruption to all aspects of our lives. The faculty was directly influenced by stay at home ordinance. This affected research, education, and service obligations, thereby changing the balance between work and personal life.

II. PROBLEM STATEMENT

Today, employers expect more from their employees, and employees are increasingly putting extra pressure on them to get better results. Workers have many competing responsibilities, which burdens individuals, families, and the communities in which they reside. The balance between work and life is to create and maintain a supportive and healthy work environment. Maintaining a balance between work and life is not only important for personal health and relationships, but it can also improve the efficiency of job performance. In today's fast paced business world, the ability to achieve work life balance is becoming more and more difficult due the global wide spread of corona virus pandemic.

III. REVIEW OF LITERATURE

- Davis (2021) says, Online classes are very different from face-to-face classes and have some similarities but require different skills
- Ramakrishnan, (2020) There are different approaches to the use of the concept “work-private life balance,” i.e., equilibrium of work and family life, equilibrium of work and private life, etc. Earlier research often deal with examination of the equilibrium between family and professional life in relation to the concept of work–life balance.
- Euro found (2017) The separation of work and private life is a challenge that most of the people active in the labour market face. In many cases, this can lead to burnout—a state of physical and mental exhaustion when a person’s ability to work is drained. It was found that the negative impact of work on work–life balance is usually concentrated in the early stages of parenting, when employees in the household have pre-school children.
- Parent-Thirion (2016) A more comprehensive view of work-life balance can be gained by considering the positive impacts on social and economic sustainability. Improving the balance between work and life is associated with comprehensive goals such as: Increased employment in the labour market, ensuring equal opportunity for genders, addressing demographic challenges. Our needs and the needs of our children and loved ones change with age . The need for a balance between work and life is also changing.
- A.K.M.Mominul Haque Talukder (2011) studied work life balance in service context and made attempts to identify how employees are balancing They live their working lives by considering variables such as work culture, work satisfaction, employee benefits, working environment, flexible working hours, workload, and discrimination. He found that work-life balance is affected by all these variables.

IV. OBJECTIVE OF THE STUDY

- A study to identify the impact of COVID19 on work life balance of teaching professionals in educational institutions.
- To understand the physical and mental adaptability of working people in educational institution in the covid-19 pandemic phase.
- To analyse teaching staff's attitudes about family and personal life, work-life balance, time management, monetary advantages, work-life balance provisions, and socioeconomic issues.

V. DATA ANALYSIS

PERCENTAGE ANALYSIS

1)TABLE: GENDER

S.NO	PARTICULARS	NO OF RESPONSES	PERCENTAGE
1	Male	92	46%
2	Female	108	54%
	TOTAL	200	100%

TABLE -1 Representing Gender of the respondents

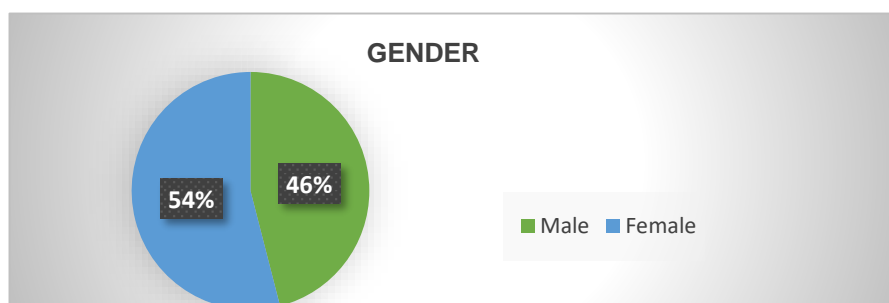


Chart -1 Representing Gender of the respondents

Interpretation:

Out of 200 respondents male respondents are 54.00 percentage and female respondents are 46.00 percentage.

2)TABLE: AGE GROUP

S.NO	PARTICULARS	NO OF RESPONSES	PERCENTAGE
1	25-35	25	12.5%
2	36-45	52	26%
3	46-55	78	39%
4	55 above	45	22%
TOTAL		200	100%

TABLE-2 Representing Age group of the respondents

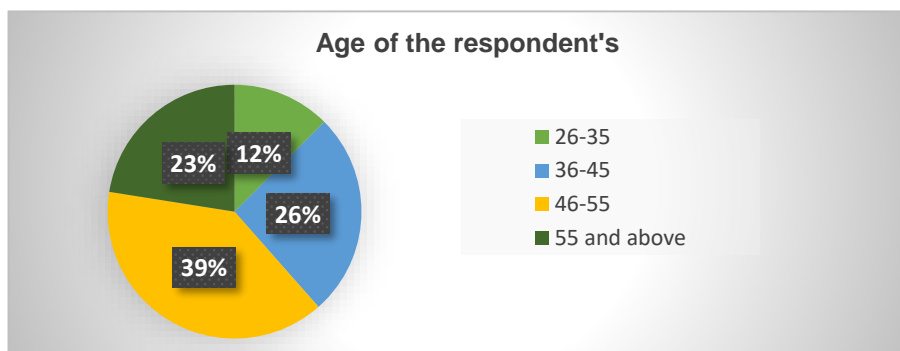


Chart-2 representing Age group of the respondents

Interpretation:

Out of 200 respondents, 12.5 percentage of the respondents are aged between 26-35, 26.00 percentage of the respondents are aged between 36-45, 39.00 percentage of respondents are aged between 46-55 and 22.00 percentage of the respondents are at the age group of above 55.

3)TABLE: EDUCATIONAL QUALIFICATION

S.NO	PARTICULARS	NO OF RESPONSES	PERCENTAGE
1	Graduate	41	20.5%
2	Post-Graduate	67	33.5%
3	B.Ed.	89	44.5%
4	M.Phil.	2	1%
5	Other (D.Litt.)	1	0.5%
TOTAL		200	100%

TABLE-3 Representing Educational qualification of the respondents

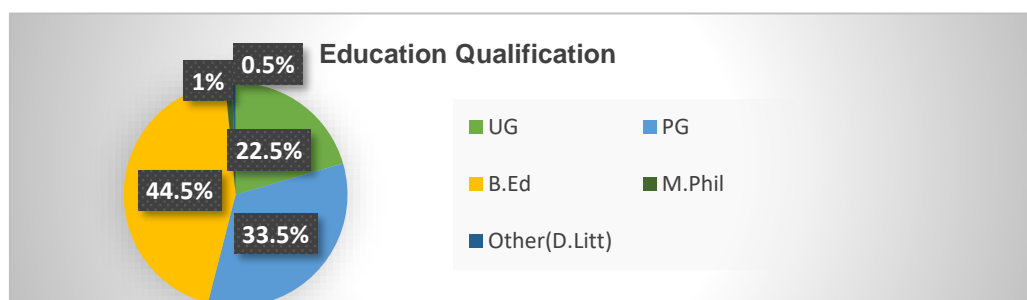


Chart-3 Representing Educational qualification of the respondents

Interpretation:

Out of 200 respondents, 20.5 percentage of respondents belong to Under graduation, 33.5 of the respondents belong to Post-graduation, 44.5 percentage of the respondents are B.Ed, 1.00 percentage of the respondents belong to M.Phil and the remaining 0.5 percentage belong to other(D.Litt).

4)TABLE: INCOME

S.NO	PARTICULARS	NO OF RESPONSES	PERCENTAGE
1	Below 20000	30	15%
2	21,000-30,000	70	35%
3	31,000-45,000	72	36%
4	45,000 and above	26	13%
	TOTAL	200	100%

TABLE -4 representing income of the respondents

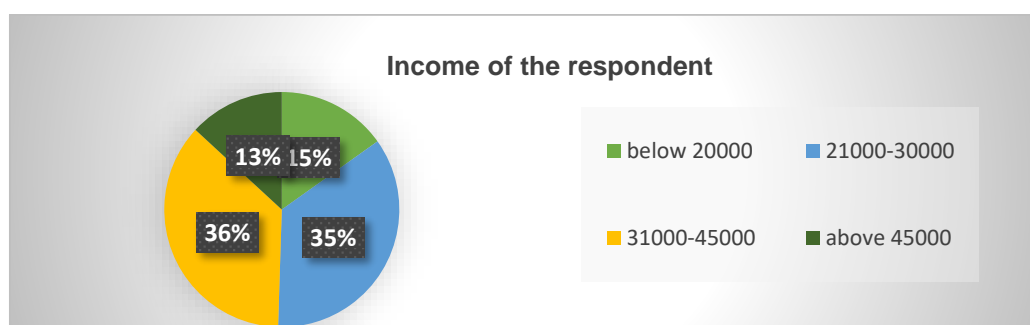


Chart-4 representing income of the respondents

Interpretation:

Out of 200 respondents, 15.00 percentage of the respondents comes under the category of income below 20000, 35.00 percentage of the respondents comes under the category of income between 21000 – 30000, 36.00 percentage of the respondents comes under the category of income 31000 – 40000 and 13.00 percentage of the respondent comes under the category of income above 45000.

CORRELATION**1)Correlation between performances and satisfaction.**

Correlation				
			Performance	Satisfaction
Spearman's rho	Performance	Correlation Coefficient	1.000	.402**
		Sig. (2-tailed)	.	.002
		N	200	200
	Satisfaction	Correlation Coefficient	.402**	1.000
		Sig. (2-tailed)	.002	.
		N	200	200

** . Correlation is significant at the 0.02 level (2-tailed).

Interpretation: From the above it was interpreted that, significant value .002 is less than 0.5 and r value .402 is less than 1 critical value. So, the null hypothesis gets rejected and alternate hypothesis gets accepted.

Inferences: Thus, there is a positive relationship between the performances and satisfaction.

2)Correlation between performances and Work life factors.

Correlation				
			Performance	Work life factors
Spearman's rho	Performance	Correlation Coefficient	1.000	.502**
		Sig. (2-tailed)	.	.001
		N	200	200
	Work life factors	Correlation Coefficient	.502**	1.000
		Sig. (2-tailed)	.001	.
		N	200	200
**. Correlation is significant at the 0.01 level (2-tailed).				

Interpretation: From the above it was interpreted that, significant value .001 is less than 0.5 and r value .502 is less than 1 critical value. So, the null hypothesis gets rejected and alternate hypothesis gets accepted.

Inferences: Thus, there is a positive relationship between the performances and work life factor.

3)Correlation between performances and personal life factors.

Correlation				
			Performance	Personal life factors
Spearman's rho	Performance	Correlation Coefficient	1.000	.802**
		Sig. (2-tailed)	.	.000
		N	200	200
	Personal life factors	Correlation Coefficient	.802**	1.000
		Sig. (2-tailed)	.000	.
		N	200	200
**. Correlation is significant at the 0.00 level (2-tailed).				

Interpretation: From the above it was interpreted that, significant value .000 is less than 0.5 and r value .802 is less than 1 critical value. So, the null hypothesis gets rejected and alternate hypothesis gets accepted.

Inferences: Thus, there is a positive relationship between the performances and personal life factor.

4)Correlation between performances and personal life factors.

Correlation				
			Performance	Barriers during Covid
Spearman's rho	Performance	Correlation Coefficient	1.000	.602**
		Sig. (2-tailed)	.	.001
		N	200	200
	Barriers during Covid	Correlation Coefficient	.602**	1.000
		Sig. (2-tailed)	.001	.
		N	200	200
**. Correlation is significant at the 0.01 level (2-tailed).				

Interpretation: From the above it was interpreted that, significant value .001 is less than 0.5 and r value .602 is less than 1 critical value. So, the null hypothesis gets rejected and alternate hypothesis gets accepted.

Inferences: Thus, there is a positive relationship between the performances and covid-19 barriers.

VI. SUMMERY OF FINDING

- Majority (54.00%) of the respondents are Male category.
- Majority (39%) are under the category of between the age of 46 – 55.
- Majority (44.5%) of the respondents are B.Ed qualified.
- Majority (36%) of the respondents receives income below 31000-45000.
- Majority (34.5%) respondents are agreed working from home influence motivational level of teaching staff in the current covid situation.
- Majority (30%) respondents agree I'm
- Majority (47.5%) respondents are strongly agreed If teaching staff have good work-life balance, the institution will be more effective and successful.
- Majority (40%) respondents are strongly agreed Sufficient time is provided to complete the syllabus in online mode.
- Majority (45.5%) respondents agreed Work life balance in the teaching profession should be customized to individual needs with considering current covid pandemic situation.
- Majority (62%) respondents are neutral that Educational institutions take initiatives to manage work life of its employees.
- Majority of them (44.5%) respondents are strongly disagree that Work from home, work load is fair and reasonable.
- Majority of them (34%) respondents are strongly agreed that Teaching staff need to work after the hours to meet the work requirements.
- Majority (29.5%) respondents strongly agreed Flexible work hours due to current work life.
- Majority (44.5%) respondents agree that class room atmosphere is created in the online class.
- Majority of them (49.5%) respondents are strongly agreed Teachers work schedule must be altered in turn to the requirement and convenience.
- Majority of them (39%) respondents are strongly agreed that Teaching staffs are able to make a balance of professional and personal life.
- Majority (49.5%) respondents strongly agreed that Due to covid lockdown, working from home, affects mental and physical health.
- Majority (58.5%) respondents agree that Impact of covid hinder in balancing work and family commitments.
- Majority of them (55.5%) respondents strongly agree that there are no significant compromises or shortcuts taken when staff safety is at stake due to covid-19
- Majority of them (53 %) respondents are strongly agreed that Work pressure extra working hours are taken to complete the syllabus in online classes due to covid crisis.

VII. SUGGESTIONS

- The School management may arrange seminars and awareness programes about stress and overburden, work-life balance and individual energy management to make better choices about balancing their energies across their work and life.
- Consider providing training in relaxation methods, such as Yoga, meditation and free health checkup. These practices helps to maintain healthy life style and lower stress.
- The teaching staff members have to plan, prioritize and schedule their work and life obligations in order to improve their work life balance.
- They shall think about what they want out of work and out of life.
- The management shall facilitate work life balance with many schemes that can attract teaching staff members and satisfy their needs.

VIII. CONCLUSION

- It can be said that Work Life Balance is a very important issue in the Human Resource Management field and it has a negative impact because to the covid-19 pandemic.
- The incorporation of Work-Life Balance strategies into annual planning of educational institutions by the management can, in fact, have positive impact on employee's well-being.
- Work is an essential part in which each individual spend most of the time so it is necessary to have proper balance to live the residual time with their family.
- Although this paper is focused on only one teaching staff of education institution, it can be concluded that all levels of teaching staff have had difficulties in maintaining work-life balance throughout the work from home, specifically the ones with children of school age.
- Therefore, it is equally important for teaching staff members to express their expectations and needs, since otherwise they cannot expect management or the institutions to resolve matters for them on their own initiative.

IX. REFERENCES

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