

WORKLIFE BALANCE OF WOMEN EDUCATORS DURING COVID-19 PANDEMIC

Dr.JULIE

***Director & HoD, PG Department of Business Administration, Maris Stella College,
Vijayawada.**

****Assistant Professor, PG Department of Business Administration, Maris Stella
College, Vijayawada.**

*****Assistant Professor, PG Department of Business Administration, Maris Stella
College, Vijayawada.**

******Assistant Professor, PG Department of Business Administration, Maris Stella College,
Vijayawada.**

Abstract

Even in the most normal of school years, teachers' work-life balance can be tenuous. It's no secret that teachers often bring piles of work home and spend their weekend hours grading papers and preparing lessons. Keeping school and personal life separate, always a struggle for teachers' is even more difficult when they're both in the same place. One of the hardest parts of teaching from home is the increasing blur between work mode and home mode. Many of them are struggling to find anything resembling a balance when teaching from home, but the uncertainty around when schools will reopen makes finding the balance even more important. The present study focused on women educators work life balance as they are teaching remote. Convenience sampling was used and online data from 51 teachers working in reputed schools of Vijayawada, Andhra Pradesh was collected. To analyze balance between personal and professional life during pandemic, certain factors considered for the study are S1:You were prepared to take lockdown positively when it was announced, S2:Your employer has given time to get adjusted to work from home , S3:You were able to take care of your family needs while

working at home, S4: You received family support while working, S5: You slowly adapted and prepared time schedule to balance, S6: Work from home is stressful, S7: You must have a line between personal and professional life, S8: Your productivity levels are high in your work from home setup and S9: Your experience of communicating and interacting with other colleagues while working from home is good, Multiple Regression analysis technique was used and found that women educators are not able to balance their work and professional life.

Key Words: *Work Life Balance, Women Educators, Pandemic*

Introduction

Work life balance is just about individuals having a hold over when, where and how they perform their work. The position of working females has been transformed throughout the world due to change in financial situation and social pressure. Work life balance is observed more as female issue due to the conventional state of mind, where the woman is considered responsible for the efficient running of the routine affairs of the family irrespective of her work profile and official tasks. That is why overseeing the work and family responsibilities can be very complicated for females.

Work life balance of female employees has turned into a vital subject in view of the fact that the time has transformed from men as breadwinners, but in today's scenario where both men and women evenly contributing in the responsibility of family life.

Work life balance in teaching career has turned out to be a one of the biggest challenges especially during this Covid – 19 pandemic. The corona virus pandemic forced schools to close their doors and pivot to remote learning, things got a lot worse, many teachers say work-life balance during remote work era presents its own set of challenges. Being on the computer for most of the day in a home environment is very different than within an office setting. Unless barriers are established, work and home can blur into each other. For many teachers across the country, working from home will likely continue to some extent.

Educators are not much used to technology, and preparing online lectures. Pandemic has in fact forced them to face the challenge of teaching from home and balancing their personal life as their living rooms are turned to classrooms. Therefore the present study is conducted on 51 women

educators with above 10 years of experience from reputed schools of Vijayawada to unveil if they are able to balance personal and professional life.

Review of Literature

Dr.Shareena P, Mahammad Shahid (2020) in their study found that willingness to work from home is entirely dependent on presence of their children at home, comfortable space at home, quiet environment at home and good internet connectivity. Most of the respondents are also of opinion that even if they are ready to work from home they do not like to work from home.

Dhavala, Kaliyanda Bopanna Kushi, Divyashree, Reema Agnes Frank, Sakshi Shantharam Kamath & Basavaraju Bennehalli (2019) stated that employers need to provide flexible work schedules and more part time opportunities for the women employees, so as to improve their mental happiness together with their work performance.

Sahdeep Chhatrapati, (2017) stated that, there is no significant difference found among female schools teachers on the basis of institute on the aspect of Wellbeing & Leisure and job Performance. But there is significant difference was found between institutes on the aspect of Personal Relationship. Female teachers in private institutes more often experience more work-life pressures.

B.Arunkumar, Dr.R.Saminathan (2017) their study revealed that, there is no significant relationship between the mean score of type of family status and the attitudes towards work life balance among women teachers of self-financing colleges. The result explored that the attitudinal factors of the women teachers towards work life do not have any interference with the family status of the women teachers.

Shalini M (2017), indicated that there is a need for the institution to initiate work life balance programs for employee satisfaction and to improve the performance of employees and the management should take steps to bring down the overtime working hours for enhancing quality in teaching and also focus more on teaching rather than administrative work.

Adeeba Irfan, Dr. Feza Tabassum Azmi (2015) in their study stated that Interaction between teacher and higher authorities should be enhanced so that teachers can share their problems and balance should be established between workload distribution, leisure time and extra-curricular activities so as to engender academic excellence.

Dr. Anu Radha (2015) The study states that institutions has to evolve flexible work strategies and provide better working conditions which will help in overcoming stress in faculty members to some extent.

S.Kalpana, Dr.S.DhineshBabu (2015) in their study stated that organization must care about communication barriers and organize family trips and yoga, meditation classes to maintain proper work life balance. This will help to improve the quality of work life of married women teachers.

Purushottam Arvind Petare (2013) revealed in his study that the main cause of imbalance of work life balance is heavy work & extended working hours.

Objectives of the study

1. To assess the factors influencing work life balance of teachers during covid-19 pandemic.
2. To analyze the factors influencing work life balance of teachers when working from home.

Hypothesis

H₀₁: There is no significant difference in the personal and professional life of teachers when they are working from home.

Data collection

The purpose of this study was to explore various factors influencing work life balance of female teachers during Covid-19 pandemic. Data was collected from 51 teachers with experience of 10 years and above from reputed schools of Vijayawada. Convenience sampling technique was used in data collection. Online survey was done to collect primary data.

Data Analysis Techniques

Multiple Regression analysis technique was used to find out the balance between personal and professional life of women educators.

Limitations of the study

The survey was conducted with a sample size of 51 women educators with over 10 years of experience.

Analysis and Discussion

Table 1.1: Factors influencing work life balance of Teachers: Descriptive statistical analysis.

Statements	Mean	Standard Deviation (S.D)	Coefficient of Variation (C.V)
S1	3.916	0.928	23.697
S2	3.625	0.824	22.731
S3	3.708	1.122	30.258
S4	4.458	1.316	29.519
S5	4.000	0.722	18.05
S6	3.375	1.095	32.444
S7	4.083	0.829	20.303
S8	3.375	1.013	30.014
S9	3.5	1.063	30.371

S1: You were prepared to take lockdown positively when it was announced, S2: Your employer has given time to get adjusted to work from home, S3: You were able to take care of your family needs while working at home, S4: You received family support while working, S5: You slowly adapted and prepared time schedule to balance, S6: Work from home is stressful, S7: You must have a line between personal and professional life, S8: Your productivity levels are high in your work from home setup and S9: Your experience of communicating and interacting with other colleagues while working from home is good.

The above table depicts that the statements S5 (18.05), S7 (20.303), S2 (22.731) and S1(23.697) low coefficient of variation value is observed, which means that all the respondents show similar attitude, Whereas high coefficient of variation is observed among the statements S6 (32.444), S3

(30.258), S8 (30.014), and S9 (30.371), which proved that there are some differences in the opinions of women educators towards the statements.

Therefore, it is observed that women educators are finding work from home as stressful, they were not able to take care of their family needs when working from home, productivity levels are low and they are not happy with the interaction taking place between their colleagues.

Table 2.1: Factors influencing work life balance of teachers when working from home: Estimation of Variance Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.3930	.1545	-.03338	.08381

Dependent variable: Line between personal and professional life and **predictors:** *S1: Employer has given you time to get adjusted to work from home, S2: Able to take care of your family needs while working at home, S3: Productivity levels are high in your work from home setup, S4: Experience of communicating and interacting with other colleagues while working from home is good.*

R Square value indicates the percentage of the total variance caused by the four predictors which stands at 0.15%. The following table 2.2 of ANOVA proved that the variation brought in by the four predictors is significant.

Table 2.2: Variation Analysis-ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2.3108	4	0.577716	0.822	0.5278
Residual	12.64566	47	0.702537	329	
Total	14.95652	51			

Dependent variable: Line between personal and professional life and S4 **Predictors:** S1, S2, S3

Table 2.3: Regression Coefficients

	Coefficients	S.E	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	2.9798	0.9309	3.2007	0.0049	-1.0239	4.9357	1.0239	4.9357
4	0.4167	0.2993	1.3921	0.1808	-0.2121	0.0456	-0.2121	0.0456
2	0.0336	0.2252	1.1494	0.8828	-0.4395	0.5068	-0.4395	0.5068
3	- 0.1449	0.2160	-0.6710	0.5107	-0.5988	0.3089	-0.5988	0.3089
4	-0.0218	0.2021	-0.1078	0.9152	-0.4464	0.4028	-0.4464	0.4028

Dependent Variable: Line between personal and Professional life
Predictors: S1, S2, S3 and S4

Based on the Un Standardized Coefficients the regression equation is identified as

$Y = 2.9798 + 0.4167 X_1 + 0.0336 X_2 - 0.1449 X_3 - 0.0218 X_4$; Where Y= Line between personal and professional life, **X1**: Your employer has given you time to get adjusted to work from home. **X2**: You were able to take care of your family needs while working at home. **X3**: Your productivity levels are high in your work from home setup and **X4**: Your experience of communicating and interacting with other colleagues while working from home is good.

The Multiple Regression analysis proved that the four chosen predictors have only 15% impact on the work life balance, which means that the women educators were not able to balance their work life during Covid-19 Pandemic. Therefore, the null hypothesis is rejected.

Conclusion

Covid-19 Pandemic has thrown challenges to the women educators to upgrade themselves technologically and work from home which they are not at all used to throughout their professional life. The present study has revealed that the women educators are unable to manage their personal and professional life, unlike software professionals. They have experienced stress not only from their work but also unable to draw a line between the two.

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