

A STUDY ON TEACHING PROFESSIONALS WORK LIFE BALANCE ON PRE AND POST PANDEMIC PERIODS

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Abstract:

The journey of people management is touching yet another milestone. The term Human Resources Management is now sought to be replaced by Human Capital Management. HCM refers to the task of measuring the cause and effect relationship of employees in work place especially at a time when the world has become a global village and economies are in a state of change. Human resources are the most valuable and unique assets of an organization. In today's fast paced society, educational institutions seek options to positively impact the bottom line of their faculties, improve faculty morale, retain faculties. In organizations and on the home front, the challenge of work or life balance is rising to the top of many employers and employees consciousness. In society filled with conflicting responsibilities and commitments work or life balance has become a predominant issue in the workplace. The present study has been carried out to evaluate the nature of Work Life Balance, as experienced by professionals in teaching in pre post pandemic periods. For this purpose a survey was carried out to estimate a Work Life Balance Index of professionals and also highlights the pandemic issues connected with work life balance of teaching professionals in educational institutions and the factors that determine work life balance.

I. INTRODUCTION:

Work Life Balance as ‘the degree to which an individual is able to simultaneously balance the temporal, emotional, and behavioral demands of both paid work and family responsibilities’. Work-life balance is an important aspect of a healthy work environment. Work-life balance is the proper prioritizing between "work" (career and ambition) on one hand and "life" (pleasure, leisure, family and spiritual development) on the other. Related, though broader, terms include "lifestyle balance" and "life balance". There is a large individual component in that meaning includes each individual's needs, experiences, and goals, define the balance and there is not a one size which fits all solution. Also, what work-life balance does not mean is an equal balance in units of time between work and life. Work life balance has important consequences for employee attitudes towards their organizations as well as for the lives of employees. A balance between work and life is supposed to exist when there is proper functioning at work and also at home.

Maintaining work-life balance helps reduce stress and helps prevent burnout in the workplace. chronic stress is one of the most common health issues in the workplace. It can lead to physical consequences such as hypertension, digestive troubles, chronic aches and pains and heart problems. Chronic stress can also negatively impact mental health because it's linked to a higher risk of depression, anxiety and insomnia. Burnout can cause fatigue, mood swings, irritability and a decrease in work performance. This is bad news for employers because according to Harvard Business Review the psychological and physical problems of burned-out employees cost an estimated \$125 billion to \$190 billion a year in healthcare spending in the United States.

II. WORK LIFE BALANCE AND COVID PANDEMIC:

The coronavirus disease (COVID-19) pandemic, which originated in the city of Wuhan, China, has quickly spread to various countries, with many cases having been reported worldwide. As of June 8th, 2020, in India, 11 lakhs positive cases have been reported. India, with a population of more than 1.34 billion. With the absence of an effective vaccine, public health measures have been implemented by governments worldwide, such as quarantine, closing workplaces (including schools and businesses), and spatial distancing (Nussbaumer-Streit et al. 2020). To combat the spread of COVID-19, the Indian government implemented nationwide lockdown measures and self-isolation policies. In the Indian context, “lockdown” refers to individuals staying at home while completely restricting the movement of the population inside and outside of specific areas except for essential activities (health visits, purchasing for essential items, and providing essential work) (Lippi et al. 2020). As a consequence, the measures have led to occupational and educational disruption and psychological distress for many individuals.

The COVID-19 crisis has jolted the global economy with a pervasive impact on almost all sectors. It has triggered the announcement of a lockdown by several nations in an attempt to arrest the transmission risk of the disease. According to a UNESCO report, the pandemic will adversely impact over 290 million students across 22 countries due to the closure of schools and colleges in the wake of the lockdown. Extended schools and college closures will not only weaken the fundamentals of students, but it will also lead to loss of human capital as well as economic opportunities in the long -run. According to the World Bank, its impact will be profound in countries where education is grappling with low learning outcomes and a high dropout rate. Several educational institutions had no choice but to embrace e-learning to sustain the momentum.

III. STATEMENT OF THE PROBLEM :

Teaching professionals are transitioning through a particularly uncertain time in terms of their professional lives and work. The rapid move to online modes of delivery in order to keep students engaged in learning – from early childhood through to the tertiary sector – has led to significantly intensified workloads for staff as they work to not only move teaching content and materials into the online space, but also become sufficiently adept in navigating the requisite software. The impact on staff and students is uneven – in some contexts, for example many universities, there are already established online and mixed modes of course delivery, such that the onus is now on building greater capacity through these avenues. In others, particularly many schools, the move to the online space is presenting considerable hardship as teachers struggle to adapt to what might well be the “new normal” for quite a period of time. Quality of work life in an institution is essential for the smooth running and success of its employees. The work-life balance must be maintained effectively to ensure that all employees are running at their peak potential and free from stress and strain. The quality of Work Life can affect such things as employees’ timings, work output, his or her available leaves, etc. Quality of Work life helps the employees to feel secure and like they are being thought of and cared for by the institutions in which they work. This is being the real fact and since there was absenteeism and lack of job satisfaction among the employees, the investigator has made an attempt in this regard and has undertaken the current study to analyse the teaching professionals work Life in pre and post pandemic periods

IV. Review of Literature:

The literature referred for the current study includes books, journals, magazines, internet, websites, and annual reports and also through personal discussions with the employees. Some of

the studies are directly or indirectly related to the present study are being reviewed and presented below.

Chris Argysis (1975): Quality of work life is most conventionally defined as those perceived input personal needs, which an individual tries to satisfy by working in an organization its conceptual foundations, though lay by behavioral scientists.

Kalimo and Hakanen (2000) conducted a study in Finland where educators have the highest burnout levels when they are compared to workers in all other human services and white collar/executive jobs.

Hakanen et al., (2006) has used the job demand model which proposes that there are two processes one was said to be energetical process and motivational process, where energetical process can lead to ill health, later can lead to organization commitment.

Johnsrud and Rosser (2002) conducted a study on faculty members in their study; they proposed and tested a multilevel structural equation model (SEM). The purpose of their model was to determine the impact of faculty morale and work life on their intent to leave and determine whether the impact is a function of institutional or individual perception.

Smyth (1991) concluded that widespread economic recession seems to have shaped conditions where schools come under escalating pressures to provide measurable results by tight controls over teachers' work. Even liberal-sounding actions introduced in the name of modification, such as teacher reflection and collegiality, can be argued to drive mainly for control purpose.

Glass and Camarigg (1992) suggested that among the major benefit of academic employment is the flexibility of these jobs, this indicates that workplace flexibility is a key factor in reducing work-family conflict. A key problem, on the other hand, is that academic jobs are very challenging/demanding.

Garett and Ssesanger (2005) conducted a study that illuminates factors contributing to academic satisfaction and dissatisfaction in higher education in the developing world. They used a sample of 182 respondents from two universities in Uganda, and concluded that while tenure, rank, and

age predict academic job satisfaction; there was no evidence to support gender influence job satisfaction among academicians.

V. SCOPE OF THE STUDY

The current study has covered the teaching professionals Work Life Balance in pre and post pandemic periods. The study has emphasized the analysis of demographic profile of the respondents, and relationship between demographic variables and the level of attitude towards teaching professionals in pre and post pandemic periods. The analysis of finding out the significant difference between gender of the respondents and level of attitude towards the strategy to improve Work life Balance at work place at pandemic periods, marital status of the respondents and level of attitude towards the strategy to improve Work life Balance at home, and the level of job satisfaction of the respondents and the level of attitude towards Work life Balance has also been covered in this study. The study has primarily focused on the factors determining the level of attitude of the respondents towards teaching profession.

VI.OBJECTIVES OF THE STUDY:

1. To identify the major factors that influences the work life balance.
2. To identify the issues connected with work life balance of faculty in educational institutions.
3. To identify the dimensions of work life balance among teaching professions in pandemic periods
4. To examine the effect of work life balance on faculties' performance and work attitude in pandemic situation.
5. To compare and find out relationship between the level of job satisfaction of the respondents and the level of attitude towards Work life Balance.

VII. RESEARCH METHODOLOGY:

The data required for the study were collected from both the primary sources and secondary sources. The primary data has been collected directly from teaching professionals by

using the pre-defined well-structured questionnaire. Totally 200 samples were collected. The various statistical tools applied to analyse the primary data are Percentage analysis, Chi-Square test, One-way ANOVA and Factor analysis. In order to interpret the data to arrive at findings from the study, for effective analysis and easy understanding, the data were tabulated. The secondary data were collected from the published journals, books, magazines and websites.

DATA ANALYSIS AND INTERPRETATION:

This chapter presents analysis of data gained from 200 respondents. The data analyzed was interpreted using the primary data collection method with the help of questionnaire containing questions relevant to the topic of the research. The information collected from the respondents is analyzed using SPSS package. Interpretation of data and study variables were constructed using path analysis.

TABLE – 1

Monthly income of the respondents

| Monthly Income | No. of Respondents | Percentage (%) |
|----------------------|--------------------|----------------|
| Below than Rs.12000 | 70 | 35 |
| Rs.15000 to Rs.18000 | 40 | 20 |
| Rs.19000 to Rs.25000 | 50 | 25 |
| Rs.25000 to Rs.35000 | 36 | 18 |
| Above Rs.40000 | 4 | 2 |
| Total | 200 | 100 |

Above table shows that 35% of the respondents earn below than Rs.12000, 25% of the respondents earn Rs.19000 to Rs.25000, 20% of the respondents earn Rs.15000 to Rs.18000, 18% of the respondents earn Rs.25000 to Rs.40000, and 2% of the respondents earn above Rs.40000.

Table 2:

An impact COVID in Work Life Balance of Employees

| | Strongly agree | agree | Neutral | disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I am Taking care of my family and spending time with them | 85.5% | 3% | 4.5% | 7% | 0% |
| I am Keeping my health into fit, and spending time in sports and other leisure activities | 28.5% | 50.5% | 4% | 17% | 0% |
| Pressure on workplace made me to miss out my quality time with my family | 55.5% | 26% | 7.5% | 11% | 0% |
| I am given an opportunity to develop my core curricular knowledge (career development) | 51% | 31% | 13% | 5% | 0% |
| I am Spending time with my friends\relatives | 42.5% | 39.5% | 3% | 15% | 0% |
| I am getting enough sleep and healthy food | 47% | 31.5% | 6.5% | 15% | 0% |
| I am happy about the time I spend at work and travelling to work | 39.5% | 42% | 3.5% | 10% | 5% |
| Overall impact covid in Work Life Balance of teaching professionals | 65.9% | 15.8% | 11.4% | 6.9% | 0% |

From the table, it is inferred that 65.9% of the respondents have strongly agree towards overall impact covid in Work Life Balance of teaching, and 15.8% of the respondents have agree towards overall impact on covid in work balances, and 11.4% of the respondents have strongly neutral , and 6.9 % of the respondents have strongly disagree.

Table 3:

Factor Facilitating Work Life Balance during Pandemic

| Demographic Variable/WLB Dimensions | Character | Frequency | Percent |
|--|-------------------------|------------------|----------------|
| Factors Facilitating Work Life Balance during pandemic | Working from Home | 56 | 28 |
| | Income | 32 | 16 |
| | ICT Enabled Tolls | 57 | 28.5 |
| | Support from Colleagues | 16 | 8 |
| | Support from Family | 36 | 18 |
| | None | 3 | 1.5 |

The above table shows 28.5 percent of professionals are facilitating ICT enabled tolls for carryout their works, 28 percent of professionals are facilitating their work from home, 18 percent of employees are getting support from family while performing work.

Table 4:

Correlation Analysis

OVER ALL INFLUENCE OF COVID IN WORK AND FAMILY COMMITMENT

| | | OVER ALL INFLUENCE WORK AND FAMILY COMMITMENT | OVER ALL SATISFACTI ON |
|---|---------------------|---|------------------------------|
| OVER ALL INFLUENCE WORK AND FAMILY COMMITMENT | Pearson Correlation | 1 | .944(**) |
| | Sig. (1-tailed) | | .000 |
| | N | 200 | 200 |
| OVER ALL SATISFACTION | Pearson Correlation | .944(**) | 1 |
| | Sig. (1-tailed) | .000 | |
| | N | 200 | 200 |

The Above shows that respondents are accept covid have influenced in work and family factor on work and family commitment will increase overall satisfaction level among IT Employees. It is reported that the correlation is significant at the 0.01 level. and also the value obtained are 0.944, so H0 is rejected, There is a relationship between overall influence factor on work and family commitment will increase overall satisfaction on Work life balance.

TABLE – 3

ANOVA (Balancing Work in Pandemic)

| Dimensions | | Sum | Mean Square | F | Sig |
|---|------------------------|------------|--------------------|----------|------------|
| Performance appraisal | Work in Firm | 1647.5 | 46.474 | 2.342 | .075 |
| | Work from Home | 1647.46 | 19.847 | | |
| | Total | 3295.018 | | | |
| Wages and Salary | Before Pandemic | 174669 | 5085.610 | 1.589 | .194 |
| | After Pandemic | 349339.84 | 3199.704 | | |
| | Total | 524009.779 | | | |
| Health and safety fair evaluation system | Before Pandemic | 8873.101 | 2957.700 | 2.791 | .042 |
| | After Pandemic | 168471.525 | 1059.569 | | |
| | Total | 177344.626 | | | |
| Enhanced employee organizational relationship | Before Pandemic | 20722.451 | 6907.484 | 3.646 | .014 |
| | After Pandemic | 301214.298 | 1894.430 | | |
| | Total | 321936.748 | | | |
| Employee sustainability | Before Pandemic | 255.826 | 85.275 | 3.118 | .028 |
| | After Pandemic | 4348.825 | 27.351 | | |
| | Total | 4604.650 | | | |

It can be seen that the significance value is less than 0.05 ($p < 0.05$) for Health and safety fair evaluation system, Enhanced employee organizational relationship, Employee sustainability are rejected and that the significance value is greater than 0.05 ($p > 0.05$) for Performance appraisal, Wages and Salary are accepted. There is significance difference between monthly income with Health and safety fair evaluation system, Enhanced employee organizational relationship, Employee sustainability and there is no significance difference between monthly income with Performance appraisal, Wages and Salary.

VIII. CONCLUSION:

The intention of the study was to investigate how teaching professionals manage their Work Life Balance in pre and post pandemic periods. The study clearly describes teaching professionals that quality of work life will affect in pandemic situation. The respondents are agreed that they are dissatisfied with working environment and receive minimum pay from management. This study provides an understanding of issues which are of concern to teaching professionals. It may therefore give insight to concern authorities regarding the problems that teaching professionals face in their lives during pandemic, and leads Interaction between teaching professionals and higher authorities should be enhanced so that teaching professionals can share their problems. Interaction between authorities and teachers should be enhanced to understand Work Life Balance issues confronting them during and after pandemic periods.

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