



# **WORK LIFE BALANCE OF TEACHERS TOWARDS ONLINE CLASSES DURING COVID- 19: HIGHER SECONDARY SCHOOLS AT UDUMALPET**

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## **ABSTRACT**

"Work-life balancing among teachers toward online classes throughout Covid 19 referring to secondary schools at udumalpet" was the topic of this study. At different times in their lives, people have varied requirements and needs. As a result, various people have varied definitions of work/life balance. For some people, work/life balance might also entail work/family balance. Work/life balance could entail balancing work and quality of life for a young employee. Job/life balance could entail striking a balance between work commitments and family obligations for an employee with a family. Work/life balance may refer to a balance of work and health activities for an older employee. This research effort examines how secondary school teachers manage their family and employment, such as online classes, during the time Covid- 19. The study utilized a descriptive research design. The study has a sample size of 124 people. The study merely employed a simple percentages analysis.

**Key words:** *Needs, Requirements, work commitments, Family obligations, Health activities*

## **1.INTRODUCTION**

The difficulty of work/life balance is rising to the front of many companies' and employees' minds, both at work and at home. Human resource professionals explore ways to favorably impact their organizations' bottom lines, enhance employee morale, retain people with vital company expertise, and keep up with workplace changes in today's fast-paced culture. Work/life balance at home during COVID 19 lockdown has become a pre-dominant concern in the workplace in a world packed with conflicting duties and commitments. For example, if an employee is having family troubles, he or she should continue to perform at the same level as when the problems are not present (Gordon, 2003, p. 1). Similarly, working stress should not have an impact on employees' personal lives.

An employee should make every effort to live their personal lives to the fullest while ignoring any problems that may have arisen at work. As a result, any job that allows an individual to participate in the interactive effect is regarded to provide work-life balance. It is also critical for the employee to establish

© 2022 IJNRD | Volume 7, Issue 5 May 2022 | ISSN: 2456-4184 | IJNRD.ORG professional and personal limits. This will prevent the lives of the two people from colliding (Clutterbuck, 2003, p. 112). In this manner, the employee must be able to excel in both areas of life. In order to live a well-balanced existence, an employee should also guarantee that he or she participates in crucial bodily activities. As a result, he or she should engage in physical activities and make sure that he or she gets enough sleep and eats well.

There are three primary elements that contribute to the interest in, and relevance of, serious work/life balance consideration. With 26.31 percent of India's population between the ages of 0 and 14, the education sector presents a significant opportunity. In FY20, India's education sector is anticipated to be worth \$ 180 billion. By 2025, the Indian higher education market is predicted to grow to Rs 2,44,824 crore (US\$ 35.03 billion).

In the 2019 English Proficiency Index, India was placed 34 out of 100 countries. The growth of the internet is projected to aid in the delivery of education. India has the most school-aged children of any country, with over 250 million. It also features one of the world's largest higher education systems. In FY19, India's total number of colleges was 39,931. In FY22 (through October 2021), India has 1,014 universities, up from 1,013 the previous year. In FY22 (through October 2021), there were 1,014 universities in India, up from 760 in FY15.

The number of universities in India had reached 988 as of May 17, 2021. In 2018-19, India had 37.4 million students enrolled in higher education. Higher education in India had a Gross Enrolment Ratio of 27.1 percent in FY21. Due to rising customer demand, Indian higher education institutions are focusing on developing online programmes. By 2026, the online education market in India is expected to reach US\$ 11.6 billion. The International Centre for Agricultural Research (ICAR) is one of the world's major national agricultural organisations. As of July 2021, it had 122 institutes and 67 agricultural universities spread over India.

According to KPMG, India has overtaken the United States as the second largest market for e-learning. By 2021, the industry is estimated to be worth US\$ 1.96 billion, with around 9.6 million users, up from US\$ 247 million and 1.6 users in 2016. There were 9,700 AICTE-approved institutes in 2020-21. As of August 2021, AICTE recognized institutes offered 3,610 undergraduate, 4,768 postgraduate, and 3,979 diploma programmes. The All-India Council for Technical Education approved 3,623 undergraduate, 4,787 postgraduate, and 3,986 diploma programmes out of a total of 8,985 institutes in FY22 (till June 2021).

According to the National Institutional Ranking Framework, renowned Indian Institutes of Technology took seven of the top ten positions in the top ten institution rankings in 2020. A total of 71 Indian colleges qualified for the Times Higher Education World University Rankings 2022 as of September 2021, up from 63 in 2020. The Indian Institute of Science (IISc) in Bengaluru, six Indian Institutes of Technology (IITs), Delhi University, University of Mumbai, University of Calcutta, OP Jindal Global University in Sonipat, and BITS Pilani were among the top 500 universities in the QS employability rankings 2022.

In tribal areas, the government will establish regional, national institutes for virology, >15,000 schools, 100 new Sainik schools, and 750 Eklavya model residential schools under the National Education Policy 2021. In India, the education sector is still a top priority for the government. Since 2002, the government has approved 100% Foreign Direct Investment (FDI) in the education industry via the automatic method. Foreign Direct Investment (FDI) stock inflows were US\$ 6,154.87 million from April 2000 to June 2021. By 2022, the edtech market in India is estimated to reach US\$ 3.5 billion. In 2020, US\$ 2.22 billion would be invested in Indian edtech businesses, up from US\$ 553 million in 2019.

## 2.REVIEW OF LITERATURE

Employees who successfully fulfill the role and commitments of family members have better job performance, according to Harrington and Ladge (2010). According to Hyman and Summers (2010), there are seven key issues linked with contemporary work-life balancing practices: Adoption is uneven in different areas and organisations. At the organisational level, there is a lack of formalization of policies. Employee input on

policy creation and implementation is limited. Policies are designed to fulfill the demands of the company rather than the needs of the employees. No evidence of a reduction in working hours has been found. Work intrudes into domestic life in both tangible and intangible ways. Domestic responsibilities are still predominantly carried out by women, regardless of their employment level.

Jang (2010) investigated "the link between work-life balancing resources and working parents' well-being." The goal of this study was to see how working parents deal with the demands of work-life balance. Twenty-seven working parents in New Jersey with sick or disabled children participated in the study. It was a mixed-methods study with qualitative and quantitative outcomes. The findings discuss the impact of formal and informal workplace support on the well-being of employees who work with children in general, and those who work with a chronically ill or disabled kid in particular. "Work life balance refers to the harmonious interface between the several spheres of life," said Abendro and Dulk (2011).

Work-life balance is defined by Clark and Kirchmeyer (2011) as "happiness and well functioning at work and at home with a minimum of role conflict." It could also be viewed as a feeling of fulfilment throughout all of one's life domains, which necessitates the expenditure of personal energy, time, and commitment resources. In a research titled "Influence of stress on work-life balance of Women employees with reference to BPO and Education sectors in Bangalore," Kumari T. (2011) examined the impact of work-life balance of women employees in the Education and BPO sectors, concluding that stress levels differ by sector. Despite the fact that their occupations differ in terms of work-life balance, we can argue that their stress levels in the workplace may differ, but they claim that their stress levels at home are the same. According to the findings, the impact of stress levels on both industries is distinct.

Studies in this subject, according to Morris and Madsen (2011), are critical in contributing to strategic development policies, practices, programmes, and interventions that incorporate the features of work-life balance, particularly among individuals in the teaching profession. "Human resources professionals can have a complete understanding of the work-life balance concept and suggest ways to ensure work-life balance among teachers are in place" with enough empirical proof. According to Saikai (2011), this idea refers to how involved and fulfilled a person is in both their professional and personal duties. In comparison to men. Both men and women experience job uncertainty.

Crooker et al. (2012) investigated the impact of work-life balance on the connection between life complexity and dynamics. In their study "Impact of working hours on work-life balance," Holly S. and Mohnen A. (2012) linked working hours and satisfaction to a desirable work-life balance. This balance is unique to each individual and relates to job happiness as well as all other aspects of life, particularly family life and spare time. As a result, a strong work-life balance leads to a high level of satisfaction. Their findings reveal a wide range of employee perceptions and the effects of working environment. In their research "Work-life balance among teachers of technical institutions," Nayeem A. and Tripathy M. (2012) stated that teaching has both positive and negative work-life experiences. The association between job satisfaction, work-life balance, teacher turnover intentions, and burnout levels was investigated in this article. WLB is a major contributor to job satisfaction, and male instructors experience greater burnout than female teachers, according to one of the paper's key findings.

"Work-life balance" is described by Daipuria and Kakar (2013) as "finding a balance between work and life while feeling comfortable with both work and family commitments." "Bringing work home: the emotional experience of mothers and fathers," Matjasko and Feldmen (2013) studied. They discovered that bringing work home enhanced intrinsic motivation and allowed employees to set aside time for themselves in the midst of the day-to-day emotion transmission that occurs between work and home. According to the findings, bringing work home has an impact on the mother's happiness, anger, and anxiety, as well as the father's anxiety.

"Work-life balance has demonstrated to be the key predictors of different organisational outcomes, including employee retention and productivity," according to Bloom and Van Reenen (2014). As a result,

"work-life balance has a favorable and considerable impact on job performance," it is argued. In research titled "Challenges in work-life balance of married working women," Kumaraswamy M. and Ashwini S. (2015) investigated how crucial it is for employees to maintain a healthy balance between work and their personal lives. Employees that have a better work-life balance are more likely to contribute to the company's success. By having productive and effective personnel, the company may provide better services to its clients. Nuclear families, single parent households, dual caring parents, parents working at various locations, and increased domestic work are examples of family sphere changes that have impacted individuals' work-life balance in today's society. In their research "Effective work life strategies, working couples, job environment, gender and life equality,"

Phyllis and Yun (2016) mentioned tactics. It focuses on households with two incomes. The study concluded and stated that men and women had different work life tactics and job situations. Some families, for example, prefer their males to work long hours while their wives work part-time or for fewer hours. When compared to men, women report more stress and overburdening, as well as lower levels of coping. Both men and women have similar job stability. Servatius, Hosie, and Foster (2017), "Jobs have become more complex, and employees have been pressured to deliver excellent outputs in shorter time periods and with less resources." As a result, normal working hours have been redefined.

Emma (2018) by Emma Roberts sheds emphasis on time as a measured and meaningful unit. The study "Time and Work-Life Balance: The Role of Temporal Customization and Life Temporality" looks into how time affects home-work-life balance by looking at two themes: tailored work schedules and divided time for personal needs. Work-life balance, according to the research, is more about having a mind-set that is not dominated by work. It's a mindset that's set on making me-time rather than settling for part-time jobs and a flexible schedule.

### **3. NEED OF THE STUDY**

To investigate teachers' true feelings, attitudes, and expectations in an online class. During COVID 19, to see if teachers express their degree of satisfaction and work-related stress to management. To have a better understanding of teachers' existing work roles and what may be done to improve them. To make appropriate recommendations for work-life balance to instructors at a selected Higher Secondary School in Udumalpet.

### **4. SCOPE OF THE STUDY**

This study has a small sample size because it is a case study of a specific higher education institution. More research is needed, and this significant subject necessitates a larger sample size, a systematic survey, and the use of a range of statistical methods. For this study, data was gathered from the perspective of employees in order to learn more about their experiences as well as the challenges they face when working from home due to the global pandemic. COVID-19. The purpose of this study is to learn more about the issues that employees confront when working from home or using WLB. The study was carried out with the help of an online quantitative questionnaire survey method. Because there were no existing issues, the research was undertaken in an exploratory way. All of the questions were pre-planned because the study was a quantitative one.

### **5. OBJECTIVES OF THE STUDY**

To examine the teaching' work lives, personal life balance, stress management, and challenges they've faced, as well as what they do to keep the youngsters under control. To learn more about the elements that influence and cause challenges in dealing with job stress. To conduct an online survey of teachers' satisfaction with their jobs and work-related training programmes.

## 6. RESEARCH METHODOLOGY

A descriptive research design was used in this study. A total of 124 participants were included in the study. The data was collected using a pre-planned structured questionnaire. The study relied on both primary and secondary data. Judgment sampling approaches were used in this investigation. The study relied on a simple percentages analysis.

## 7. DATA ANALYSIS AND INTERPRETATION

Variables	Options	Frequency	%
<b>Gender</b>	Male	41	33
	Female	83	67
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Age</b>	Below 25	26	21
	25-50	66	53
	Above 50	32	26
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Qualification</b>	Diploma	4	3
	UG	115	93
	PG	5	4
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Marital status</b>	Married	42	34
	Unmarried	82	66
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Experience</b>	Below 2 years	10	8
	2-4 years	11	9
	Above 4 years	103	83
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Satisfaction</b>	Yes	98	79
	No	26	21
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Working hours</b>	Below 3 hours	66	53
	3-5 hours	33	27
	Above 5 hours	25	20
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>WLP</b>	Yes	70	56
	No	54	44
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Overtime</b>	Yes	94	76
	No	30	24
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Physical strains</b>	Yes	66	53
	No	58	47
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Faced any Problems during online class</b>	Yes	66	53
	No	58	47
	<b>Total</b>	<b>124</b>	<b>100</b>
<b>If yes</b>	Back pain	21	17
	Eye pain	73	59
	Work load	17	14
	Internet	13	10
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>Satisfaction on Salary during covid</b>	Yes	42	34
	No	82	66
	<b>Total</b>	<b>124</b>	<b>100</b>
<b>Family problem distract WFH</b>	Yes	87	70
	No	37	30
<b>Total</b>	<b>124</b>	<b>100</b>	
<b>can you Manage work</b>	Yes	103	83
	No	21	17

<b>and family</b>		
<b>Total</b>	<b>124</b>	<b>100</b>

It was found that 33% of the respondent are male in the higher secondary schools and 53% of the respondents are fall under the age group of 25-50.93% of the respondents have done PG.66% of the respondents un married. 83% of the respondents are experienced above 4 years. 53% of the respondents are working hours less than 3 hours. 56% of the respondents do not manage their personal life with work. 66% are not participate in parents' enhancement program at covid. 76% teachers are not forced to work overtime. 53% of the teacher work is physically strained. 53% of the teacher faced problems during online classes. 59 % of the teacher faced problem of eye pain. 66% of the teacher are not satisfied about their salary and other benefits during pandemic.70% of the teacher get distracted from work by family problems. 83% of the teacher can manage both family and work life.

## 8. FINDINGS AND SUGGESTIONS

It was inferred that 33% of the respondent are male in the higher secondary schools and 53% of the respondents are fall under the age group of 25-50.93% of the respondents have done PG.66% of the respondents un married. 83% of the respondents are experienced above 4 years. 53% of the respondents are working hours less than 3 hours. 56% of the respondents do not manage their personal life with work. 66% are not participate in parents' enhancement program at covid. 76% teachers are not forced to work overtime. 53% of the teacher work is physically strained. 53% of the teacher faced problems during online classes. 59 % of the teacher faced problem of eye pain. 66% of the teacher are not satisfied about their salary and other benefits during pandemic.70% of the teacher get distracted from work by family problems. 83% of the teacher can manage both family and work life. Companies should provide suitable setup, such as necessary software and hardware installed, as well as a proper work schedule, so that employees can devote sufficient time to work and subsequently to their families. To keep employees engaged and happy about work, companies should develop virtual employee engagement events like as session chats. Companies should provide employees with training to help them balance their professional and personal lives while on WFH. When an employee works from home, it is critical to establish a rigid work plan because no one can be present at all times.

## 9. CONCLUSION

WFH has demonstrated to be beneficial to employees, particularly when this poll was conducted during the global COVID-19 pandemic emergency. On the other hand, employees who work from home have significant problems, with the major issue, according to a survey, being able to maintain a regular schedule. According to the findings of this study, only about 35% of respondents believe they can combine their job and personal lives while working from home. In addition, more than 75% of respondents from various businesses are either positive or neutral about working from home. Only roughly a quarter of respondents are pessimistic about working from home. Employees' discontent is caused, according to this study, by sticking to a regular schedule, working longer than required hours, and doing time-consuming domestic duties.

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