RESEARCH ARTICLE

Impact of Covid 19 Pandemic on Work Life Balance of Academicians during Working from Home

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ABSTRACT:

Covid 19 brought several challenges to the world. Many organizations were affected by the pandemic. The Education Sector is one among them. Online Classes were introduced by the educational institutions to safeguard the academic interest of the students and also to continue the academic year. In fact, learning new technologies to take online classes is a new task to the academicians. In this paper, a modest attempt has been made to study the work life balance of academicians during work from home by administering a questionnaire through online (google forms) and a total of 256 responses from Telangana State and Andhra Pradesh have been received. In the study, it is found that Designation do not have impact (independent) on work life balance of academicians during work from home. Whereas Nature of Employment (Government/Aided or Private) and Good Working Environment at Home has influence on Work life balance of Academicians. It also found that Work life balances have positive as well as negative aspects. Positive aspect of work from home is that the academicians are able to spend more quality time with their family. Negative aspects include missing social interaction, increased time to prepare for online classes and long working hours.

Key Words: Academicians, Online Classes, Work from home, Work life balance.

Prelude:

The term Work life balance means to have a satisfying personal life and professional life. Work life Balance is not a goal to achieve but, it is a continuous process to be maintained in order to have a happy and peaceful life. Every Working Individual tries to Balance their Personal Life and Professional Life. At the same the organizations are also taking measures to promote the work life balance of their Employees. Both Employees as well as Organizations are working together to have better work lie balance among the employees. But still, there are several cases where the Work life balance is unachievable.

If personal life interferes in professional life or professional life interferes in personal life leads to work life imbalances. There are several reasons for Work Life Imbalance. Some of them are Long Working Hours, Less recognition, Less Payment for the work, Lack of support from colleagues as well as from family, more domestic responsibilities, family issues etc., Work life imbalance leads to increased stress, increased absenteeism, low job satisfaction, increased absenteeism, increased turnover. Sometimes work life imbalances can have personal damage too. A good Work Life Balance has several positives aspects such as improved productivity, job satisfaction, employee loyalty, employee turnover will be less etc. Hence it is very important to maintain a healthy work life balance. Healthy Work Life Balance leads to professional happy life as well as personal happy life.

Organizations can improve the work life balance of their employees by offering Work from Home, Flexible Working Hours, leaves when required, Breaks when required etc., Individual can also have good work life balance by planning of their work, by practicing some self-care methods.

Teaching is a noble profession. Teachers just not make the students knowledgeable but, they also motivate their students to achieve new heights. Teachers play a vital role in building the nation by building the character of the student. They inculcate the confidence among the students by their character and behavior. Great Scientists, Doctors, Lawyers, Engineers etc., are made by the Teacher. A teacher treats the students as their own children and tries to help them to have a better future by imparting knowledge and by sharing their experience. Teachers just not teach the subjects but, they try for their students overall development. They are the role models to their students and always work for the betterment of the students. They inspire their students with their knowledge, skill, talent and concern towards them. There is an assumption that the teaching profession has good work-life balance as they have a fixed period of time for their work. But, a teacher never disconnects with their work even after returning home. They are busy and working even during holidays in correcting the answer scripts, preparing notes for the students or preparing for the coming classes. Due to technological advancements, the teacher is connected with the students throughout the clock. So it is necessary to study the work life balance of the Academicians in general and during the COVID-19 pandemic in particular.

COVID 19 and work from Home:

Covid 19 brought several challenges to the world. Due to the spread of Covid 19 the entire world was moved towards the lockdown. It not only had its impact on the people health but also influenced the economy. Most of the countries were suffered due to the lockdown. It was really a hard period for Developing countries as well as under developed countries. Employees were not able to go to their office for work. Many industries started work from home. Several organizations were affected by Covid.

The Education Sector is the most important sector that was affected by this pandemic. Almost 250 million students were affected by Lockdown. Schools, Colleges and Universities were closed during the period. Online classes were the one and only option available with the educational institution to keep in touch with their students and to continue the academic year. Majority of the educational institutions started online classes for their students. May be that was the first time for many teachers to take online classes. It was the main challenge for the academicians to take online classes. Many problems such as non-availability of smart phones, no/poor internet connections, weak signals etc., were faced by the Teachers as well as the Students. Acquiring new knowledge and adapting new environment and learning skills to handle the online classes are the other major challenges faced by the Academicians.

Review of Literature:

Fransisca Sri Susilaningsih et al., (2021) has conducted a study on Quality of Work life among Lecturers during online learning in Covid 19. They have conducted the study by reviewing several related literature. It was found that Online Teaching and Learning has reduced the quality of Work life of the Lecturers and also reduced productivity among the Lecturers. The reasons for reduced quality work life are poor psychological well-being, increased work flexibility and dissatisfaction with the usage of Information

Technology. But the positive aspect of online learning is that the lectures are satisfied with their personal and professional needs.

Ilic-Kosanovic.T (2021) has conducted a study on Work life balance of Teaching Staff at higher education during COVID-19 pandemic. The study was conducted by interviewing Assistant Professors, Associate Professors and Professors who were taking online classes in Serbia. The study found that learning new technical skills to take online classes was not a problem because of the online teaching platforms were user friendly. Work life balance was an issue for those who have children especially of pre-school age.

DayakarKurumeti (2020) has studied the Work life balance of Secondary School Teachers by collecting 480 samples from Secondary School Teachers of Nalgonda District of Telangana State. The study is based on the Age and Teaching experience. He found that teachers with more than 21 years of experience are well adjusted and middle aged teachers (between 31 and 40 years) have more work satisfaction than other age group teachers.

Dr. G. Balamurugan et al., (2020) studied about the work-life balance of Women employees in the IT Industry. Their study found there is a relation between age and job satisfaction. Younger employees have more job satisfaction than older employees. They also found that there is a significant relation between stress and job satisfaction.

K. Agha et al., (2017) studied Work life balance and Job Satisfaction among Teachers in Higher Education in Oman. They found that Personal life interference in profession and profession interference in Personal life have negative impact on the Work life balance and Job satisfaction. Work and Personal life enhancement have positive pact on the Work life balance and Job satisfaction.

M. N. Khairunneezam et al., (2017) studied Work life balance satisfaction among Teachers in Public Sector Higher Educational Institutions. They found that the majority of the respondents feel that Work life balance is a major contributor in job satisfaction. Lower level Academicians are not satisfied with Work life balance whereas Management level Academicians are neutral about their work life balance. They framed and discussed three components of Work life balance. They are working overtime and on holidays, Family support and Impact work on life and life on work. Here they found that operating level Academicians feel that working overtime and impact of work on life and life on work are the dissatisfying factors whereas Family support is the one of the main source of work life balance. Coming to Managerial level academicians feels that working overtime and impact of work on life and life on work are not the dissatisfying factors whereas they also agreed that family support is the one of the main source of work life balance.

M. AkifHelvaci et al., (2017) have made research on Work life balance of Academicians. They have conducted the study by collecting the responses from the 195 Academicians of Usak University, Turkey. Their study found that there is a significant difference between the work life balances of Male and Female. And they did not find any differences between the work life balances with regard to Academic position, Branch they belong to, Experience.

Dr. Satish Kumar et al., (2016) has conducted a study to know the work life balance among engineering college teachers. They conducted the study by collecting 125 samples from the Self Financing Engineering colleges in Coimbatore. They found that the age of the Teachers, Teacher with Children and Taking care of Dependent impact on the Work life balance. Age, working beyond regular hours does not have an impact on the Work life balance.

Vandana Punia et al., (2013) her study is about Quality of Work life balance among Teachers in Higher Educational institutions. Her study reveals that the quality of work life balance was better with Associate professors than Assistant professors and Professors. Regarding the nature of appointment, Regular Teachers enjoy more quality of Work life balance than Guest faculty and Contract lecturers. In the study is it is found that gender is no way influencing the work life balance i.e. the quality of Work life balance is same among Male and Female Teachers. Marital status does not affect the quality of Work life balance, but, Married employees have superior Work life balance than Unmarried. Arts Teachers and Teachers working in government institutions have more quality of Work life balance.

Objective of the Study:
1. To study the impact of COVID 19 in respect of Designation, Nature of Employment and Working Environment at Home on the work life balance of Academicians during work from home.
2. To discuss the various aspects of Work life balance during COVID 19 pandemic.

Research Methodology:

Present study uses both primary as well as secondary data. Primary data has been collected from Academicians designated from School Teachers to University Professors of Telangana and Andhra Pradesh States. A well-structured questionnaire was framed and collected through online mode. Total 256 responses were received. Various Websites, Journals, Articles, Books and other available material were used to collect the Secondary Data.

Table – 1: Demographic Profile of the Respondents

Category		No. of Responses	Percentage
Gender	Male	164	64
	Female	92	36
	Total	**256**	**100**
Age	Below 30 years	43	17
	30 to 40 years	109	42
	40 to 50 years	79	31
	Above 50 years	25	10
	Total	**256**	**100**
Marital Status	Married	213	83
	Unmarried	41	16
	Widow/Widower	01	0.5
	Divorcee	01	0.5
	Total	**256**	**100**
	School Teacher (including Primary, Upper primary and High School)	38	15

Designation	Junior Lecturer	20	08
	Degree Lecturer	121	47
	Asst./Asso./Professor	77	30
	Total	**256**	**100**
Nature of Employment	Govt. Employee	117	46
	Private Employee	139	54
	Total	**256**	**100**
Experience	Less than 6 years	51	20
	6 to 12 years	86	34
	12 to 18 years	57	22
	18 to 24 years	41	16
	Above 24 years	21	08
	Total	**256**	**100**
Annual Income	Below 3 Lakhs	111	43
	3 to 6 Lakhs	49	19
	6 to 9 Lakhs	36	14
	9 to 12 Lakhs	37	15
	12 to 15 Lakhs	12	05
	Above 15 Lakhs	11	04
	Total	**256**	**100**

Source: Primary Data

The above table represents the Demographic profile of the respondents. Out of 256 Male respondents are 164 and 92 respondents are Female. Based on Age 43 respondents are below the age or 30 years, 109 respondents are in between the age group of 30 to 40 years, 79 respondents are between 40 to 50 years of respondents and remaining 25 respondents are above 50 years of Age. Coming to the Marital Status, out of 256 respondents Married respondents are 213, Unmarried respondents are 41 and 1 respondent is Widow and 1 respondent is Divorcee.

With regard to designation, 38 respondents are School Teachers, 20 Respondents are Junior College Lecturers, 121 respondents are Degree College Lecturers and 77 respondents are University Teachers (Assistant/Associate/Professors). Based on Nature of Employment 117 respondents are working in Government/Aided Institutions 139 respondents are working in Private Institutions. Coming to the Experience 51 respondents have less than 6 years of experience, 86 respondents have 6 to 12 years of experience, 57 respondents have 12 to 18 years experience, 41 respondents have 18 to 24 years of experience and 21 respondents have more than 24 years of experience. Regarding Annual income 111 respondents have below 3 lakhs income, 49 respondents have 3 to 6 Lakhs income, 36 respondents have 6 to 9 Lakshs income, 37 respondents have 9 to 12 Lakhs income, 12 respondents have 12 to 15 Laksh and 11 respondents have more than 15 Lakhs income per annum.

Hypothesis Testing:
H0: There is no association between Designation and Work life balance of the Academicians during COVID 19 pandemic while working from home.
H1: There is association between Designation and Work life balance of the Academicians during COVID 19 pandemic while working from home.

Table – 2: Goodman Kruskal Gamma Test

	Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Ordinal by Ordinal Gamma	.041	.076	.547	.584
N of Valid Cases	256			

Source: Primary Data (Compiled using SPSS)

The above table shows that the p (0.584) value is more than α (0.05) indicates there is no significant relation between the Designation and Work life balance of academicians during work from home. Hence accept the Null Hypothesis. Irrespective of the Designation of Employees the work life balance of all the academicians are the same during work from home. Whether they are Primary School Teachers, High School Teachers, College Lecturers or University Professors the work life balance is the same for all of them.

H0: There is no significant difference in the Work life balances of Government/Aided and Private Academicians during COVID 19 pandemic while working from home.

H1: There is a significant difference in the Work life balances of Government/Aided and Private Academicians during COVID 19 pandemic while working from home.

Table – 3: Kruskal-Wallis Test

Nature of Employment	N	Mean	SD	Sig.
Government/Aided	117	2.97	1.088	.041
Private	139	2.73	1.017	

Source: Primary Data (Compiled using SPSS)

The above table shows that the p (0.041) value is less than α (0.05) indicates that there is a significant difference in the work life balance of Government/Aided and Private academicians during Work from home. The mean of Government/Aided academicians is (2.97) higher than Private Academicians (2.73). By comparing means of both Govt./Aided Academicians as well as Private Academicians, it can be concluded that Work life balance of Government/Aided Academicians is better than Private academicians. Hence, reject the Null Hypothesis.

H0: Availability of Good Working Environment at home does not have any influence on Work life balance of Academicians during COVID 19 pandemic while working from home.

H1: Availability of Good Working Environment at home has influence on Work life balance of Academicians during COVID 19 pandemic while working from home.

Table – 4: Mann-Whitney U Test

Availability of Good Working Environment	N	Mean	SD	Sig.
Yes	185	3.09	.963	.000
No	71	2.24	.978	

Source: Primary Data (Compiled using SPSS)

The above table shows that the p (0.000) value is less than α (0.05) indicates that availability of a Good Working environment at home has influence on Work life balance during Work from home. The above table shows that, availability of Good working environment at home has positive impact on the Work – Life Balance and Good Working Environment at home leads to work-life balance during work from home. Hence reject the Null Hypothesis.

Factor Analysis:

For the purpose of analyzing the Work life balance of Academicians during Work from home the Factor Analysis is used. Before proceeding to the test of Factor Analysis, checking of reliability of the scale is needed. To check the reliability of the scale Cronbach's Alpha is used which is varies between 0 and 1. Any value above 0.7 is considered good. The present study's reliability scale value is 0.742 and it is reliable for Factor Analysis.

Sampling Adequacy:

Another important test to be conducted before proceeding to the Factor Analysis is to test the adequacy of the Sample. Kaiser-Meyer-Olkin (KMO) test is used to find out whether the sample size is adequate or not. Any value more than 0.5 is adequate to do Factor Analysis.

Table – 5:KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.783
Bartlett's Test of Sphericity	Approx. Chi-Square	913.161
	Df	91
	Sig.	.000

Source: Primary Data (Compiled using SPSS)

More time required to prepare for online classes (rank – 2), Spending more time with family (rank – 3) and Long Working hours (rank – 4).

The above table shows KMO value which is 0.783 which is adequate for proceeding with Factor Analysis. The same table show the Bartlett's Test which is used to test the appropriateness of the data collected. That calculated value must be significant (less than 0.5) in order to pass the Bartlett's Test. The above table shows that the Bartlett's Test value is significant i.e., .000 which indicates that the date is appropriate to go with Factor Analysis.

Factor Analysis:

Table – 6: Rotated Component Matrix

Variables	Factors				Communalities
	Factor – 1	Factor – 2	Factor – 3	Factor – 4	
V1	.802				.652
V2	.810				.665
V4	.769				.602
V5				.647	.649
V6				.744	.695
V7		.599			.468
V8		.516			.381
V9		.722			.582
V10		.683			.546
V11		.534			.490
V12			.836		.734
V13			.722		.632
V14			.770		.665
Eigen Values	3.264	3.855	3.522	2.691	
Percentage of Variance (%)	16.755	15.872	15.823	10.233	
Cumulative Percentage (%)	16.755	32.627	48.450	58.683	

Source: Primary Data (Compiled using SPSS)

All the variables related to Work life balance of Academicians during Work from home are categorized in to Four Factors. They are Missing Social Interaction (rank – 1),

More time required to prepare for online classes (rank – 2), Spending more time with family (rank – 3) and Long Working hours (rank – 4).

The above table shows that the variables V1, V2 and V4 will comes in Factor – 1 as the loadings of these variables are more than 0.5 in Factor - 1, in the same manner the variables V7, V8, V9, V10 and V11 comes in Factor – 2, V12, V13 and V14 comes in Factor – 3, V5 and V6 comes in Factor – 4. Variable V3 is not considered for analysis because; the value of V3 is less than 0.5 in all the 4 factors. In each factor the variable with highest loadings is considered as title of the Factor.

Factor – 1 consists of 3 variables (ranging from 0.802 to 0.769). They are 1.Flexible to complete household work 2.Spending quality time with family 3.Better mental health. Out of these three variables, V2 that is **spending more quality time with family** is considered as the name of the Factor - 1 as the loadings are more than other two variables.

Factor – 2 consists of 5 variables (ranging from 0.722 to 0.516). They are 1.Connectivity issues 2.Increased domestic responsibilities 3.Missing social interaction 4.More distractions at home 5.Low salary increments. Out of these five variables, V9 that is **missing social interaction** is considered as the name of the Factor – 2 as the loadings are more than other four variables.

Factor – 3 consists of 3 variables (ranging from 0.836 to 0722). They are 1. More time needed to prepare for online classes 2.Work from home is difficult than work from the Institutions 3.online classes leads to health issues. Out of these three variables, V12 that is **more time required to prepare for online classes** is considered as the name of the factor – 3 as the loadings are more than other two variables.

Factor – 4 consists of 2 variables (0.744 & 0.647). They are 1.Improved productivity 2.Long working hours. Out of these two variables, V6 that is **long working hours** is considered as the name of the factor – 4 as the loadings are more than the others variable.

Table – 7: Factor Scores

Factors	Factor Score	Rank
F1 - Spending more quality time with family	0.879	3
F2 - Missing social interaction	0.982	1
F3 - More time required to prepare for online classes	0.948	2
F4 - Long working hours	0.723	4

All the variables related to Work life balance of Academicians during Work from home are categorized in to Four Factors. They are Missing Social Interaction (rank – 1),

More time required to prepare for online classes (rank – 2), Spending more time with family (rank – 3) and Long Working hours (rank – 4).

In the above table Factor – 2 "Missing social life" is ranked one. It indicates that Social life and social interaction is very important for Work life balance which the academicians are missing during Work from home. . Social Life is most important for Good Work Life Balance among the employees; Social Interactions encourage the good communication and cordial relation among the employees. Missing of social Life and Social interaction with the colleagues definitely has impact on Work life balance. "Preparing for online classes required more time" ranked second indicating that the academicians are spending more time to prepare for the classes during work from home. Taking online classes required Preparation of Power Point Presentation, conducting online quiz etc., may consume more time than traditional black board teaching. Surprisingly respondents felt that they are able to "Spend more quality time with family" during work from home and raked third. As there is no commutation time in online teaching the academicians are spending this time with their families. "Long working hours" is another important factor to be considered and raked four. Except Factor 1 all other factors have negative impact on work life balance of academicians during work from home.

Findings:

The study found that Designation does not have any impact on Work life balance of Academicians during working from home. There is no difference in the level of Work life balance of academicians during work from among different types of Academicians (ranging from school teachers to University teachers). Whether they are Primary School Teachers or University professors the work life balance is same. Regarding Nature of Employment; there is a significant difference in the Work life balances of Government/Aided academicians and Private academicians. Private Teachers are spending more time in preparing online classes and monitoring the students. The study discloses that Government/Aided academicians have better work life balance than private academicians. It was also found that a Good working environment at home has an impact on work life balance. Availability of Good working environment to prepare for the class and for taking the class at home increases the work life balance of the Academicians during work from home.

The factory analysis found that Work from home have positives as well as negatives aspects. Positive factor is that the respondents are able to spend more time with the family which is a good indication for Work life balance. But majority of the factors have negative impact i.e., missing

social interaction, taking more time to prepare for online classes and long working hours are points to be considered. If these negative factors are addressed Online Teaching Learning will be good option in future for both Academicians as well as for the students.

Conclusion:

Covid pandemic has changed the working pattern. It has made it compulsory to Work from home. All the professions adopted work from home culture. Academicians also started working from home by taking online classes. Working from home has several challenges like missing social interaction, taking more time to prepare for online classes and long working hours during work from home. It is a new challenge to the academicians to work from home which they never faced earlier. Review of workload is important point to be taken care by the

Institutions because, during work from home academicians are spending more time to prepare for the class and spending more time for work. Academicians should also try to establish a good working environment to work from home like separate space to take classes, good internet connection etc., at their home so that they can have a good work life balance even during work from home.

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Annexure:

List of Variables:

V1 –Work from home helps me in completing the household work flexibly to complete household work

V2 –I can spend more quality time with family during work from home V3 – I have more active life while I am working from home

V4 –My mental health has increased during work from home V5 –My productivity during work from home has increased

V6 –I have to work long working hours than working from institution V7 –I have to face internet connectivity issues

V8 –My domestic responsibilities have increased

V9 –I am missing social interactions with my colleagues V10 –I have more distraction at home

V11 – I am getting low salary increments

V12–It takes more time for me to prepare for online classes

V13 - Work from home is somewhat difficult than Work from Institution V14– I have to face health issues while taking online classes