



Work-life balance of women teachers during covid-19 pandemic (A study in Visakhapatnam city)

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Abstract

Employees are valuable assets to the country. The backbones of any institution are both students and teachers. The mental well-being of both students and teachers is equally important in the development of any educational institution. Today's fast-paced and expensive world has made it necessary for women to work, which results in personal growth for women, which then leads to organisational growth and family well-being. In order for women to be productive and happy at their jobs, particularly in schools, it is critical that they are content. Otherwise, this will have a negative impact not only on the children, but also on every family, particularly their children, "the future generation." Female employees suffer as a result of their inability to maintain a healthy work-life balance, despite the fact that educational institutions were designed to be stress-free environments. In order to maintain a work-life balance, they should be given more consideration, especially during the Covid-19 pandemic, when all schools have been closed due to lockdowns. Furthermore, women, particularly teachers, are the foundations of society. Working throughout the day while juggling work schedules and family obligations becomes extremely difficult for women when small children are present. The management is constantly pushing for higher and higher levels of performance in order to improve the schools' reputation. In this context, the primary goal of this research paper is to look into the work-life balance of female teachers during the Covid-19 pandemic. The researcher chose Visakhapatnam as the study area for this purpose, where she met with 310 teachers and distributed the questionnaire for data collection. The so-called work-life balance will be shattered, especially during the Covid-19 pandemic, as women teachers struggle to keep up with their workloads. As per the findings of this study, which looked at the work-life balance of female teachers during the Covid-19 pandemic, the majority of them were satisfied with the balance they were able to achieve between their professional and personal lives. The research also sheds light on the factors that may help to improve work-life balance.

Keywords: work-life balance, women teachers, Covid-19 pandemic

Introduction

A teacher is a student's mentor, guide, philosopher, and friend. Not only does a teacher play an important role in the life of a student, but he or she also works for the betterment of society. A role model is a teacher. Female teachers have been found to be more effective than male counterparts (Biswas and De, 1995). Many people believe that women can be better teachers than men because few qualities are required in this profession, such as patience, care, and affection, and women have these qualities in greater abundance than men (). Despite the fact that girls' education is discriminated against. Due to family obligations, the majority of the village girls must drop out of school. Aside from the chilly climate in the schoolyard and a male-dominated environment, girls drop out of school in the middle of their studies. Some girls finish their studies and pursue teaching as a career, but there are also women who face the same challenges.

When it comes to balancing work and home life, professional women have a difficult time breaking down barriers and bridging gaps. Since the beginning of time, women have had to overcome numerous obstacles in order to achieve a position in society. Dhavala *et al.*, (2019) They were able to overcome the challenges due to advancements in education and mindset. A woman can achieve work-life balance only if she is able to enjoy and achieve in both her personal and professional lives. All of this is increasing the number of job opportunities for women. As a result, many women have been inspired to pursue personal development.

The role of woman teachers

Sabitrilal Phule, our country's first female teacher, went to school despite opposition from both within and outside her family. The first to declare war on Casteism and Brahminic-Casteist culture were Mahatma Jotiba Phule and his wife Savitribai Phule. Maharashtrian trailblazers spearheaded a mass movement to unite oppressed classes in opposition to Brahminic values and thought. As an equal partner, Savitribai Phule took part in the

mission of uplifting the poor and oppressed. Despite her lack of education, Mahatma Jotiba Phule encouraged and motivated her to study. She later became India's first female teacher in the school founded by her husband. Savitribai Phule's life as a teacher in a school at a time when upper caste orthodox people looked down on her wasn't easy, and she was pelted with stones and dung on numerous occasions.

Despite the fact that teachers have always been critical in the development of new generations of educated and engaged citizens, their efforts have received little recognition. "For centuries, teachers' perceptions of their abilities and qualifications have been schizophrenic. Two stereotypes emerged, one based on recruitment practises and the other on hiring practises. Teachers were depicted in one as unqualified, ill-suited ne'er-do-wells, while they were portrayed in the other as members of a learned intelligentsia."

As teaching became more popular as a career for women in the 1800s, the minimum educational requirements for teachers increased, and more women earned that higher level of qualification. Whatever the criticisms levelled at their preparation or abilities, teachers have historically possessed superior educational credentials and measured intelligence when compared to the national average. As men and women progress toward equality, it is hoped that women's occupations, which are currently dominated by women, will gain the respect and prestige they deserve.

Women teachers are extremely important in today's society.

This is where female teachers play an important role, as they provide a means of ensuring that more young women, as well as young men, have equal access to educational opportunities. The presence of a female supervisor in the classroom increases the likelihood that female students will feel comfortable and secure in their learning.

The Indian government is working to address the issues, but the gender imbalance continues to be a source of concern. Due to the cultural divide, parents are hesitant to enrol Women teachers are extremely important in today's society.

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The Indian government is working to address the issues, but the gender imbalance continues to be a source of concern. Due to the cultural divide, parents are hesitant to enrol their daughters in school, which contributes to the current situation. Girls' education is not regarded as a priority, and while some parents may choose to send their daughters to a nearby school because of its proximity, other considerations must be taken into consideration.

Safety, environment, distance, learning conditions, and the gender ratio are all factors that have an impact on the quality of education that young women receive in the developing world. When you factor in the scarcity of female teachers, which undoubtedly contributes to girls' negative attitudes toward learning, the magnitude of the problem becomes apparent.

Statistics confirm that the education crisis frequently results in early marriage (or even forced marriage), as Mozambique has one of the world's highest rates of child marriage, and even forced marriage (48 percent).

Female educators have the potential to make a significant difference in the current state of the world. Feminine educators serve as role models for young women, and girls are significantly more motivated when they know that a woman will be overseeing their educational experience. Additionally, when parents know that a female teacher will be present at their daughters' school, they feel more secure about sending their daughters to school; they simply feel safer.

Education has made women teachers more aware of their rights. They are more likely to have favourable working conditions and to resist unfair treatment because they are educated women (in the workplace and not only). Proper education contributes to the safety and protection of women, as well as the safety and protection of those who are in their immediate environment.

The Consequences of Covid-19

COVID-19 spread more slowly and caused fewer deaths in India than it did in many other developed countries at the start of the outbreak. A strict lockdown and demographic factors were among the factors that contributed to this. However, due to financial constraints, a staggered lockdown exit strategy was required, which resulted in an increase in COVID-19 cases in June 2020. As a result, India came in third place among the countries hardest hit by the disaster. There is a shortage of hospital beds and ventilators, as well as a staffing shortage, due to low health spending as a percentage of GDP, particularly in the public health sector. Despite this, technological advancements aided in limiting the pandemic's impact on health and the economy, thanks to a strong research base. Until a COVID-19 vaccine is developed and implemented in India, which will take several years, future measures such as asymptomatic testing, public-private partnerships, and technological advancements will be critical. The Indian economy was severely hampered by high unemployment and a sharp drop in economic growth rates following the nationwide lockdown. The rate of case doubling was initially reduced as a result of the early implementation of lockdown, and critical medical infrastructure could be upgraded while the situation was still under control. Until a vaccine can be developed and implemented in India, measures like asymptomatic testing, public-private partnerships, and technological advancements will be critical.

The Impact of Covid-19 on Educational Institutions

The entire world as we know it has changed in a split second. Students were released after school was dismissed (but not allowed to leave their homes), and parents were tasked with keeping their children productive at home during the evening hours. As a result, search terms like "how to teach online," "best online teaching platforms," "online teaching tools," and "online teaching techniques" have become increasingly popular. Fearful teachers must now seize the bull by the horns and ride it to victory. Many educators who are used to planning and teaching in a traditional classroom will have to relearn how to do so in an online environment. But, perhaps most importantly, online classrooms have raised questions about how the learning environment is managed. If teachers thought keeping their classrooms in order was difficult before, they have nothing on teachers who teach in remote locations! It's heartbreaking to hear from long-serving educators who need assistance with online student management. How am I going to maintain my self-discipline? Can you tell me how I can ensure that students do not tamper with my presentation? What can I do to keep students from disrupting the classroom environment? Is it possible for students in my class to cause a ruckus? How?

This rule applies to all teachers, not just those in higher grades. Pre-primary and primary school teachers are also concerned about the situation. I'm not sure how I'll keep the children's attention. What length of class would be best for them? They're still young; will online education be of any use to them at this time? To ensure efficacy, what methods will I employ?

Preparing teachers to be proficient in online instruction is a mammoth task for schools. Another factor to consider is whether or not they have the necessary hardware and Internet access. Thanks to the support provided to teachers during the transition, virtual classrooms, or a new way of doing things, have become a virtual reality. This statement is not meant to be ironic.

Many teachers want to learn the necessary online teaching techniques and strategies to maintain their students' attention and participation. Many people are undecided about which platform to use. Is Zoom in this situation? Aren't there, however, concerns about the security of personal data? What is the issue with Google Classrooms, exactly? Are you saying it's better than Zoom because it's a learning management system? What exactly is a learning management system (LMS), and how does it function? Is there anything else you'd like to say about Microsoft Teams? Others want to know how to keep uninvited students out of their online classrooms and out of general trouble. But this is only the beginning; schools must also think about how to plan and administer online assessments, as well as how to evaluate students who take part in them. As a result, it's critical that schools are ready for online learning, and schools vary in their readiness. While parents may be concerned about whether their children have the necessary hardware and software at home, it's important to remember that school administrators and teachers are dealing with much bigger and more pressing issues. Parents and teachers are establishing a new equilibrium and a new normal in this environment, and teachers and school administrators will need parental support and partnership to navigate this difficult situation successfully.

Literature review

Indian women's workplace issues revolve around long workdays and a lack of recognition for their efforts, as Debyani Mukherjee Rawal (2021) ^[3] explains. However, the new normal of working from home is a completely unexpected work situation. In developing countries, work-life balance issues among women in the education sector are understudied. There is a *sene rio* going on right now. As more women enter the workforce, academia and industry are emphasising the importance of work-life balance. As educational opportunities improve, more women are entering the workforce and transitioning from stay-at-home mothers to working professionals, necessitating an urgent need to investigate this phenomenon. It's become the norm to take online classes from afar, and it can be stressful when school and personal life are in the same place.

The attitudes of teaching assistants, lecturers (languages), assistant professors, associate professors, and full professors toward the work-life balance achieved during Serbia's March–May lockdown, when most higher education institutions resumed semi-regular operations, are examined in Tatjana Ilic Kosanovic's (2021) article. It is possible to draw the conclusion that teachers at all levels, particularly those who have school-aged children, have found it difficult to maintain a work-life balance while working from home, despite the small sample size used.

Nilsson M. *et al.*, (2017) ^[7] emphasises the importance of school administration's support in reducing teachers' time pressure in their study. It also emphasises the importance of addressing individual teacher resources in terms of work-life balance. Teachers' work-life balance, their well-being, and teacher attrition are all enhanced when school administration creates a more supportive work environment with enhanced resources, as proposed by this paper.

In accordance with Thilagavathi M. (2019) ^[10], the majority of female teachers have a moderate level of work-life balance, with variables such as age, family type, monthly income, monthly family income per month, designation, teaching hours per day, and preferred mode of transportation all having a highly significant relationship with the level of work-life balance experienced by female teachers.

It is being investigated, according to Angayarkanni R. (2021) ^[11], whether female teachers have a favourable attitude toward the study variables and whether they have a significant impact on determining their work-life balance. Attempting to balance professional goals with family responsibilities can put women in stressful situations, which is especially true in situations where personal and professional responsibilities overlap. Several

critical strategies for female teachers to employ when confronted with either situation were identified by the researchers in their study.

During Chile's COVID-19 pandemic health emergency, Lizana *et al.* (2021) ^[6] investigated the relationship between work hours, work–family balance, and quality of life among teachers. The teachers who reported that the pandemic had a negative impact on their work–family balance, as well as those who worked more hours than they had previously, were most at risk of developing mental health problems after the outbreak.

Need for the study

In 2019-20, 49.15 lakh female teachers and 47.71 lakh male teachers were appointed out of a total of 96.87 lakh teachers, a 2.57 lakh increase over the previous year. In the last seven years, the number of female teachers has increased by more than 37%, or 13 lakh (Tashafi Nazir, 2021) ^[21]. Women make up 49.2 lakh of the country's 96.8 lakh teachers for the 2019-20 school year, according to the Unified District Information on School Education (U-DISE) report (The Times of India, June 5, 2021). One of the reasons why women outnumber men in schools is because of work-life balance. Teachers are the most likely choice for ambitious women who want to run their own household, as school schedules allow them to balance work and family responsibilities (Tashafi Nazir, 2021) ^[21]. Also important in the global fight against the COVID-19 epidemic is the use of online education. In the home-based online education environment, female school teachers are expected to balance the dual roles of teacher and mother, which can lead to work-family conflict in some cases. There has been little research on female school teachers' work-life balance or parenting experiences during Covid-19's major public health emergencies, despite the fact that previous research has looked at individual stressors, family-work conflict, and work-family conflict, as well as their outcomes. Because of this, further investigation into the work-life balance of female teachers during the Covid-19 pandemic is required.

Significance of the study

COVID-19 is primarily a health crisis that has swept across the global economy, social life, and educational system (Thu *et al.*, 2020) ^[11]. Despite the fact that some school teachers have taken leave, the majority of them have continued to teach children through online classes from the comfort of their own homes, despite the difficulties (Xiumin Hong, *et al.*, 2021) ^[13]. This is what teachers have been taught to do, and it is what they should do regardless of their illness in order to teach their students. That is not to say that the courageous decisions made by the teachers should be taken for granted. Because this was a war situation, many of them argued that teachers, teachers, and other emergency working staff with Covid-19, such as the army, should be given additional compensation and appropriate rest/leaves to maintain a work-life balance.

In the aftermath of the global Covid-19 outbreak, dual role family-work and work-family conflicts may have influenced Indian teachers' work-life balance, which needs to be investigated further. Teachers will require a greater work-life balance in all areas in order to work diligently for the benefit of their students' education in these circumstances. As a result, this research will examine teacher job satisfaction in schools affected by the Covid-19 pandemic. As a result, this study is critical from the standpoints of educators and teachers.

Statement of the problem

From April 2020 to June 2021, all schools were closed due to the Covid-19 pandemic. Almost all schools are using Zoom Classes to run their activities during this time. As a result, the teacher, especially a woman, is forced to juggle multiple roles, including her professional role as an online teacher, as well as her domestic roles as wife (if married), homemaker, caretaker, and other household responsibilities. On the one hand, these roles enable women to participate in a broader life and liberate them from the confines of domesticity, but on the other hand, they take away her primary relationships with her. In order to meet the needs of all those who rely on them while still being able to meet their own, women's dual roles as mothers and teachers necessitate exceptional coping abilities and deft balancing. As a result, the current study examines a variety of perceived dual stressors (such as work overload and parenting stress) as reported by female school teachers during Covid-19 in order to close this gap. Additionally, this study investigated the relationships among school teachers between work overload, parenting stress, work-family conflicts, and family-work conflicts, as well as between work and family conflicts. Therefore, in order to close this gap, the current study investigates a variety of perceived dual stressors (such as work overload and parenting stress) as reported by female school teachers during Covid-19. This has resulted in the current study, that is titled "Work-life balance of female teachers during the Covid-19 pandemic," seeks to accomplish the following goals.

Objectives

1. To study the work life balance of women teachers during Covid-19 pandemic.
2. To distinguish work-life balance among various demographic group women teachers during Covid-19 pandemic.

Hypothesis

1. There is no significant difference among various demographic group teachers on work life balance in schools during Covid-19 pandemic.

Scope of the study

Since, the available literature discussed evidently indicates that much work has been done on several aspects of work-life balance of employees in various organizations, especially on women. But the heavy demand of women participation in education sector and the extraordinary increase in the volume of women teachers and diversity of their activities and efforts of teaching at various levels have imposed heavy strain on them. In these circumstances, it is unfortunate that due to emergence of Covid-19 pandemic the schools and colleges are very much sick due to lockdowns, especially in primary and secondary schools the teachers are playing the key role in attending the online classes. Though the management of schools are giving special instructions to the teachers to take online-classes through zoom facility, the key aspects of their work-life balance is important handle both in the Students' and family members' perspectives. This is because, while she is handling class-work from their home, she has to balance both family-life and work-life at a time. As a result, there is a need to research the Work-life balance in the midst of the Covid-19 pandemic, female teachers, particularly in Visakhapatnam.

Methodology

This research is being carried out in the Malkapuram neighbourhood of Vishakhapatnam, which is located in Andhra Pradesh's north coastal region. Malkapuram is a residential area in the Indian city of Visakhapatnam. The neighbourhood is the most populous residential area in the district. It is under the jurisdiction of the Greater Visakhapatnam Municipal Corporation, which is in charge of Malkapuram's civic amenities (Times of India, 1 June 2019). It is located on the outskirts of Visakhapatnam (The Hans, 20 January 2019). Malkapuram is a good residential location for all types of people due to its good road connectivity with other local and outside areas of Visakhapatnam city. It is also discovered that there are nearly ten government, private, and missionary schools. There are approximately 50-60 male and female teachers in each school. As a result, the majority of these teachers who work in various schools live in this area. Despite the devastating effects of the pandemic, this global disaster has provided a unique opportunity for teaching and learning. As a result, teachers' roles are rapidly evolving, becoming more difficult in many ways than they were when learning was done solely in person. In this context, online education has emerged as a critical weapon in the global battle against the COVID-19 epidemic. Female educators in home-based online education must balance the dual roles of teacher and mother, which can lead to work-family and family-work conflicts. The study requires direct responses from female teachers on various aspects of work-life balance and how satisfied they are with their coping strategies in this context. As a result, during the Covid-19 pandemic, a survey of school teachers in Visakhapatnam city was conducted using a pre-designed questionnaire to collect data on the work-life balance of female teachers. The researcher used the snowball sampling method to identify the teachers in the study area, as well as the random sampling method to select the samples for this study. She explained the importance of the study and asked the teacher to fill out the questionnaire without hesitation after selecting her for the research survey. The researcher met with the 310 teachers in the study area and distributed the questionnaire during this process. She then gathered all of the questionnaires from the respondents and checked them for accuracy using a computer. Finally, 306 questionnaires were considered, all of which were completely filled out.

Statistical Analysis

Work-life balance Index has been developed with rank order perceptive score analysis and statistics like mean, standard deviation, t-test and ANOVA are calculate to measure the level of job satisfaction among teachers of various demographic groups. These quantitative tools are applied, and interpretations and conclusions are generated based on the results. Moreover, findings, suggestions and conclusion are drawn from the results of data analysis and are presented in the summary chapter. Hence, the following tables show the results from the data processing through above said statistical analysis.

Data Analysis

In this area of analysis the demographic details of the sample teachers working in various schools in the study area are presented by table and analysed the results through percentages. Hence, the discussion on table and its results are presented and analysed in the following.

Table 1: Distribution of sample teachers

Demographic profile	Variables	N	Percentage
Age	Below 30 years	94	14.0
	30 - 40 years	103	21.6
	40 - 50 years	66	33.7
	Above 50 years	43	30.7
Designation	School Assistants	146	47.7
	Secondary Grade Teachers	100	32.7
	Grade-II Pandits	60	19.6
Educational Qualification	D.Ed.	116	22.6
	B.Ed.	121	39.5
	M.Ed.	69	37.9

Marital status	Married	169	58.5
	Unmarried	137	41.5
Job experience	Below 5 years	111	11.4
	5-10 years	99	19.9
	10-15 years	61	32.4
	Above 15 years	35	36.3
Income (per month)	Below 20 thousand	112	42.5
	20-30 thousands	130	36.6
	30-40 thousands	19	6.2
	40-50 thousands	26	8.5
	Above 50 thousands	19	6.2
Hours spend online class work	1-3 Hrs	151	33.3
	3-5 Hrs	102	49.4
	Above 5 Hrs	53	17.3
	Total	306	100.0

Source: Survey data

The Table-1 shows the demographic profile of the sample women teachers working in selected schools. Here it shows that out of the total sample of women teachers participated in this piece of work, as many as above one-third (33.7%) are in the age group of 40-50 years followed by 30.7 percent are in above 50 years age group, 21.6 percent are in 30-40 years, and the remaining 14.1 percent are in below 30 years age group. In the working area distribution it is found that a major group of 47.7 percent of the women teachers is working in general wads followed by 32.7 percent are working in laboratories and the rest 19.6 percent are in incentive care units (ICU). According to the education qualification of the teachers it is found that 39.5 percent are with under graduation, 37.9 percent are with graduation and above and 22.6 percent are with secondary education qualification. The distribution of the sample by their marital status it shows that 58.5 percent are married and 41.5 percent are unmarried. The job experience of the teachers indicates that a major group of 36.3 percent are working since more than 15 years, followed by 10-15 years (32.4%0, and from the remaining 19.9 percent are working between 5-10 years and 11.4 percent are working below 5 years. Regarding monthly income levels of the women teachers in the schools the data reveals that 42.5 percent said below 10 thousand, 36.6 percent said their income between 10-15 thousands, and from the remaining 6.2 percent are earning between 15-20 thousands, 8.5 percent are earning 20-25 thousands and 6.2 percent are earning above 25 thousands per month. Finally the working hours of the teachers is very much important which influences the work-life balance. In this regard the study reveals that a predominant group of 49.4 percent work for 5-8 hours in a day, and from the remaining 33.3 percent are working for less than 5 hours and 17.3 percent are working for above 8 hours.

Table 2: Perceptive analysis of teachers in schools on their work life balance during Covid-19 pandemic

SL. No	Work life balance during Covid-19	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	I am able to spend quality time with my family members	116 (37.9)	122 (39.9)	13 (4.2)	22 (7.2)	33 (10.8)	306 (100.0)
2	I often work late at weekend to deal with extra classes without interruptions	129 (42.2)	65 (21.2)	48 (15.7)	28 (9.2)	36 (11.8)	306 (100.00)
3	Finding time to maintain relations with friends and family members	126 (41.2)	60 (19.6)	45 (14.7)	35 (11.4)	40 (13.1)	306 (100.00)
4	I am able to do my personal works during office hours	145 (47.4)	61 (19.9)	57 (18.6)	13 (4.2)	30 (9.8)	306 (100.00)
5	Shift based work could not causes stress in my daily life	161 (52.6)	54 (17.6)	33 (10.8)	23 (7.5)	35 (11.4)	306 (100.00)
6	I get time to attend my personal obligations whenever necessary	120 (39.2)	43 (14.1)	91 (29.7)	21 (6.9)	31 (10.1)	306 (100.00)
7	My family encourages me in my work aspects during Covid-19 situation	131 (42.8)	60 (19.6)	49 (16.0)	34 (11.1)	32 (10.5)	306 (100.00)
8	I do not miss quality time with my family and friends because of work pressure	141 (46.1)	74 (34.2)	20 (6.5)	39 (12.7)	32 (12.7)	306 (100.00)
9	Since work pressure in schools due to Covid-19, I am able to manage social life with my near and dear	143 (46.7)	70 (22.9)	29 (9.5)	25 (8.2)	39 (12.7)	306 (100.00)
10	I can utilize leaves and holidays whenever I need	143 (46.7)	59 (19.3)	35 (11.4)	39 (12.7)	30 (9.8)	306 (100.00)

Source: Survey data

Work-life balance is an important factor in teachers' job satisfaction and, as a result, in their career choices. The guidance for the New Education Policy (2020) emphasises the importance of work-life balance as part of teachers' compassionate self-care. When clinical workload can contribute to stress, anxiety, and burnout during situations like the Covid-19 pandemic, work-life balance with self-care should begin as an essential job performance, especially in schools. The study uses a questionnaire to solicit direct responses from teachers on various aspects of work-life balance in schools. As a result, the teachers' perspectives on work-life balance are presented in the tables below, and the findings are discussed.

The above Table-2 shows the perceptions of the respondents on work life balance during covid-19. As per the data it is observed that 37.9 percent of the teachers are strongly agreed, 39.9 percent are agreed, 10.8 percent strongly disagreed, 7.2 percent are disagreed and 4.2 percent neutral for able to spend quality of time with their family members. Regarding the statement "I often work late at weekend to deal with extra classes without interruptions". It describes that out of the total teachers, 42.2 percent opined strongly agree, 21.2 percent said agree, 15.7 percent of the teachers are neutral 7.2 percent said disagree and remaining 10.8 percent opined strongly disagree with the statement. According to the data presents the statement "Making time to maintain relationships with friends and family" 41.2 percent strongly agreed, 19.6 percent agreed, 14.7 percent neutral, 11.4 percent strongly disagreed, and the remaining 13.1 percent disagreed with the statement. From the total number of teachers polled, 47.4 percent strongly agreed, 19.9 percent agreed, 18.6 percent said neutral, 4.2 percent disagreed, and 9.8 percent strongly disagreed with the statement "I am able to do my personal work during office hours." More than half of the teachers (52.6 percent) strongly agreed, 17.6 percent agreed, 10.8 percent said neutral, 7.5 percent disagreed, and the remaining 11.4 percent strongly disagreed with the statement "Shift-based work could not cause stress in my daily life."

Regarding to the data it infers the statement "I get time to attend my personal obligations whenever necessary", 39.2 percent opined strongly agree, 14.1 percent said agree, 29.7 percent of the teachers are neutral, 6.9 percent opined disagree and remaining 10.1 percent said strongly disagree with the statement. According to the total data (42.8) opined strongly agree, 19.6 percent said agree, 16.0 percent said neutral, 11.1 percent opined disagree and remaining 10.5 percent of the teachers strongly disagree among the statement "My family encourages me in my work aspects during Covid-19 situation". Out of the total majority of the teachers (46.1 %) strongly agree, 34.2 percent agree, 12.7 percent disagree and strongly disagree, 6.5 percent neutral with the statement "I do not miss quality time with my family and friends because of work pressure". Regarding to the data it infers the statement "Since work pressure in schools due to Covid-19, I am able to manage social life with my near and dear", 46.7 percent opined strongly agree, 22.9 percent agree, 9.5 percent respond neutral, 8.2 percent disagree and remaining 12.7 percent said strongly disagree. According to the total data (46.7) opined strongly agree, 19.3 percent said agree, 11.4 percent said neutral, 12.7 percent opined disagree and remaining 9.8 percent of the teachers strongly disagree among the statement "I can utilize leaves and holidays whenever I need".

Table 3: Perceptive score analysis on work-life balance of teachers in schools during Covid-19 pandemic

SL. No	Work life balance during Covid-19	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	Scale value	5	4	3	2	1	
1	I am able to spend quality time with my family members	116	122	13	22	33	306
	Frequency X scale value	580	488	39	44	33	1184 – III
2	I often work late at weekend to deal with students without interruptions	129	65	48	28	36	306
	Frequency X scale value	645	260	144	56	36	1141 – VII
3	Finding time to maintain relations with friends and family members	126	60	45	35	40	306
	Frequency X scale value	630	240	135	70	40	1115 – IX
4	I am able to do my personal works during office hours	145	61	57	13	30	306
	Frequency X scale value	725	244	171	26	30	1196 – II
5	Shift based work could not causes stress in my daily life	161	54	33	23	35	306
	Frequency X scale value	805	216	99	46	35	1201 – I
6	I get time to attend my personal obligations whenever necessary	120	43	91	21	31	306
	Frequency X scale value	600	172	273	42	31	1118 – VIII
7	My family encourages me in my work aspects during Covid-19 situation	131	60	49	34	32	306
	Frequency X scale value	655	240	147	68	32	1142 – VI
8	I do not miss quality time with my family and friends because of work pressure	141	74	20	39	32	306
	Frequency X scale value	705	296	60	78	32	1171 – IV

9	Since work pressure in schools due to Covid-19, I am able to manage social life with my near and dear	143	70	29	25	39	306	
	Frequency X scale value	715	280	87	50	39	1171 – IV	
10	I can utilize leaves and holidays whenever I need	143	59	35	39	30	306	
	Frequency X scale value	715	236	105	78	30	1164 – V	
	Total possible score						11603	
	Maximum score of Performance Appraisal	5 (Maximum score points) X 500(number of respondents) X 10(number of statements)						15300
	Percentage of the Performance Appraisal	Total score for Sustainability /Maximum Possible Score X 100						75.8
	Average						1160	

Source: Survey data

Perceptive score analysis of Job satisfaction of teachers in schools of work life balance during covid-19 in there is presented in the Table-3. They have 10 statements and each one is available score on the basis of perceptions of the respondents. Based on the perceptual score the ranks have been generated and the rank order analysis has been discussed in the following. It is shows that from the data that 1st rank is given to the statement that “Shift based work could not causes stress in my daily life”, with a scale value of 1201. From this data, it can be understood that 2nd rank has been given to the statement in which “I am able to do my personal works during office hours”, with a scale value of 1196, and the 3rd rank is given to “I am able to spend quality time with my family members”, with a scale value of 1184. The study indicates that the fourth rank has been given to two statements with equal score levels: "I do not miss quality time with my family and friends because of work pressure," and "Since work pressure in schools due to Covid-19, I am able to manage social life with my near and dear," both of which have a scale value of 1171, and the fifth rank has been given to "My family encourages me in my work aspects during Covid-19 situation," which has a scale value of 1142. It is observed that 6th rank is given to the statement that “My family encourages me in my work aspects during Covid-19 situation”, with a scale value of 1142, with the 7th rank is given to “I often work late at weekend to deal with students without interruptions”, with a scale value of 1141. Concerning to the data that 8th rank has been given to the statement in which “I get time to attend my personal obligations whenever necessary”, which is secured a scale value of 1118. As per the data that 9th rank is given to the statement in which “Finding time to maintain relations with friends and family members”, with a scale value of 1115, According to the scores of the ten statements the total score obtained was 11603 and the average score is 1160. Hence, the statements are separated by more positive and less positive statements according to their individual scores.

More positive statements

1. Shift based work could not causes stress in my daily life (215)
2. I am able to do my personal works during office hours (206)
3. I am able to spend quality time with my family members (238)
4. I do not miss quality time with my family and friends because of work pressure and Since work pressure in schools due to Covid-19, I am able to manage social life with my near and dear (215)
5. I can utilize leaves and holidays whenever I need (202)

Less positive statements

6. My family encourages me in my work aspects during Covid-19 situation (191)
7. I often work late at weekend to deal with students without interruptions (194)
8. I get time to attend my personal obligations whenever necessary (163)
9. Finding time to maintain relations with friends and family members (186)

According to the above analysis, there are thirteen statements based on perceptual score analysis of respondents on work-life balance of teachers in the education sector of work life balance during covid-19. It is found that highest number of respondents is given to the statement that due to Shift based work could not causes stress in my daily life, with a scale value of 1201, whereas the lowest number of respondents is given to the statement in which they are Finding time to maintain relations with friends and family members, with a scale value of 1115.

Table 4: Perceptive score differences among various demographic group teachers on work-life balance in schools during Covid-19 pandemic

Demographic profile	Variables	N	Mean	Std. Dev	Std. Err	f-value	p-value
Age	Below 30 years	94	38.26	9.763	1.007	19.812**	0.000
	30 - 40 years	103	41.14	8.974	0.884		
	40 - 50 years	66	38.79	8.687	1.069		
	Above 50 years	43	28.14	10.505	1.602		

Designation	School Assistants	146	37.82	10.541	0.872	1.008	0.366
	Secondary Grade Teachers	100	37.13	10.617	1.062		
	Grade-II Pandits	60	39.48	8.613	1.112		
Educational Qualification	D.Ed.	116	43.19	5.445	0.506	55.133**	0.000
	B.Ed.	121	37.85	10.672	0.97		
	M.Ed.	69	29.17	9.61	1.157		
Marital status	Married	169	37.10	10.785	0.83	1.580	0.115
	Unmarried	137	38.93	9.418	0.805		
Experience in the profession	Below 5 years	111	42.40	6.229	0.591	62.064**	0.000
	5-10 years	99	41.07	7.8	0.784		
	10-15 years	61	33.05	11.07	1.417		
	Above 15 years	35	23.29	7.902	1.336		
Income Level per month	Below 20 thousands	112	38.14	10.227	0.966	3.528**	0.008
	20-30 thousands	130	39.37	9.986	0.876		
	30-40 thousands	19	37.53	10.151	2.329		
	40-50 thousands	26	31.54	11.84	2.322		
	Above 50 thousands	19	35.79	5.76	1.321		
No. of hours spend on-line class work	1-3 Hrs	151	42.44	5.927	0.482	93.028**	0.000
	3-5 Hrs	102	38.00	10.476	1.037		
	Above 5 Hrs	53	24.87	8.067	1.108		

* Significant level @ 5% ** Significant level @ 1%

The perspective score analyses of the work life balance in hospital with Covid-19 pandemic are presented in the Table-4. It shows that among age group that the average score of 41.14 perceived by 30-40 years found higher than the other age groups and the least average score of 28.14 percent perceived by above 50 years age group and their respective standard deviations are 8.974 and 10.505. Since the calculated f-value 19.812 is a significant difference at 1 % level due to the fact that the p-value is 0.000 This suggests that there is a significant age difference in their perception of work-life balance in the hospital during the Covid-19 Pandemic.

It is observed that between two gender groups among the working life balance in the hospital. The average perceptive score of male is 37.37 found lesser than the average perceptive score of female (38.84), and their respective standard deviation are 10.305 and 10.053. Since the calculated f value 1.227 indicates that no significant difference because p value is 0.221. This infers that there is no significant different in the perceptions of male and female towards the work life in the hospital during Covid-19 Pandemic.

It shows that among the specialization of the work stress in the hospital that the average perceptive score of specialist is 39.48 found higher than the other specialization groups and the least average score of surgeon (37.13) and their respective standard deviation are 8.613 and 10.617. Since the calculated f value 1.008 indicates that there is no significant because p value is 0.366. This infers that there is no significant different in the perceptions of specialization group towards the work life balance in the hospital during Covid-19 Pandemic.

According to the educational level wise analysis it shows that the average perceptive score of MBBS is 43.19 found significantly higher than the remaining education groups and the least average score of 29.17 perceived by MS and their respective deviation 5.445 and 9.61. The calculated f value 55.133 is a significant difference at 1 % level because the p-value is 0.000. This infers that there is a significant difference among educational level in their perceptions towards the work life balance in the hospital during Covid-19 Pandemic.

Among the marital status wise analysis it shows that the maximum average score of 37.10 perceived by married group found lesser than and the average score of 38.93 perceived by unmarried group and their respective standard deviations are 10.785 and 9.418. Since the calculated f value 1.580 have no significant difference because the p-value is 0.115. This indicates that there is no significant difference among married and unmarried in their perceptions towards the work life balance in the hospital during Covid-19 Pandemic.

According to the experience level in the profession wise analysis it shows that the maximum average score of 42.40 perceived by below 5 years found significantly higher than the remaining groups and the least average score of 23.29 perceived by above 15 years and the respective standard deviations are 6.229 and 7.902. Since the calculated f-values 62.064 is significant level at 1% because the p-value is 0.000. This indicates that there is a significant difference in the perceptions of experience level among the work life balance in the hospital during Covid-19 Pandemic.

According to the monthly income wise analysis it shows that the maximum average score of 39.37 perceived by 1-2 lakhs significantly higher than the remaining groups and the least average score of 31.54 perceived by 3-4 lakhs and the respective standard deviations are 9.986 and 11.84. Since the calculated f values 3.528 is significant difference at 1 % level because the p-value is 0.008. This indicates that there is a significant difference in the perceptions towards the work life balance in the hospital during Covid-19 Pandemic.

It is observed that the no of hours spend in the hospital in a day. The average perceptive score of 1-5 hrs is 42.44 found higher than the other groups and the least average score of 24.87 are spend above 8 hrs in a hospital and their respective standard deviation are 5.927 and 8.067 since the calculated f-value 93.028 indicates that there is

significant level at 1% because p-value is 0.000. This infers that there is a significant difference in the perceptions of the work life balance in the hospital.

The perspective score differences among various demographic group teachers on work-life balance in schools during the time of Covid-19 it is observed that there is a significant difference found among the teachers of various groups of age, education qualification, experience in the profession, monthly income levels and number of hours spend in the hospital in a day, where as there is no significant difference found among the groups of gender, specialisation and marital status. It is observed that out of the 8 demographic variables as many as 5 variables are found significant difference, hence the null hypothesis is rejected. Thus, it shows that demographic characteristics of the teachers indicate work-life balance in schools during Covid-19.

Findings

According to the data, 80.3 percent of teachers stated that work pressure never prevents them from spending quality time with their families and friends. As a result, I'll be able to spend quality time with their family 77.8% of the time. Since there is work pressure due to Covid-19, 69.6 percent teachers able to manage their social life with near and dear. Moreover, 70.2 percent teachers opined that shift based work could not causes stress in their daily life. While all the teachers performing their duties from their home through online classes 67.3 percent teachers able to do their personal works during office hours. Even though 66.0 percent teachers could utilizes their leaves and holidays whenever they are in need. It is also observed that 63.4 percent teachers often work late at weekend to deal with students to clarify their doubts without interruptions. Among all these complicated things in the work performance 62.4 percent teachers said that their family members encourage them in their work aspects during Covid-19 situation. Therefore, 60.8 percent of the teachers opined that they are finding time to maintain relations with friends and family members. Hence, the data reveals that 53.3 percent get time to attend their personal obligations whenever necessary.

Conclusion

Employees are a country's most valuable resource. Students and teachers are the backbones of any institution. The mental health of both students and teachers is critical to any institution's success. In today's fast-paced, expensive world, women working has become a necessity, resulting in personal growth for women, which leads to organisational growth and family well-being. It is critical for women to be happy at work, especially in schools, because this will affect not only the children, but also every family, particularly their children, "the future generation." Despite the fact that educational institutions were created to be stress-free, work-life balance has an impact on women employees. Consequently, they should be given a little more consideration in order to maintain work-life balance, particularly during the Covid-19 pandemic, when all schools are closed due to lockdowns. Women, especially teachers, are also the foundations of society. It is extremely difficult for women to work throughout the day while juggling work schedules and family obligations when small children are present. To improve the school's reputation, management is constantly pushing for higher and higher levels of performance. Women teachers are having difficulty balancing their workloads, and the so-called work-life balance will be shattered, particularly during the Covid-19 pandemic. In order to determine the level of work-life balance among female teachers during the Covid-19 pandemic, the researchers conducted a study. They discovered that the vast majority of female teachers were satisfied with their work-life and family-life balance during the crisis. The findings of the study also shed light on the factors that may be beneficial in achieving a better work-life balance.

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