



IMPACT OF WORK LIFE BALANCE OF TEACHERS DURING COVID 19 PANDEMIC ON TEACHER DEMAND AND SUPPLY

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Paper Received On: 25 SEPT 2021

Peer Reviewed On: 30 SEPT 2021

Published On: 1 OCT 2021

Abstract

In a post pandemic Covid-19 school environment, it requires immense struggle for teachers to establish Work Life Balance. It is also high time to redefine the forces of demand and supply in teacher labor market in the light of new normal paradigm shifts in school organizational make up. The present paper analyses various factors affecting Work Life Balance and latest trends in teacher labor market. In a completely changed academic environment which was resulted in Work Life Conflicts, teacher demand and supply has taken new shapes and structures. A mixed method approach was adopted to conduct the study using interview schedule and questionnaire. 100 teachers working in government, aided and private schools in Kerala and 30 academic administrators constitute the sample. The results showed that there are significant changes in Work Life Balance and those changes influenced the characteristics of key determinants in teacher labor market.

Key Words: Covid-19 effects, Teacher Labor Market, Work Life Balance, Work Life conflicts, Teacher Demand, Teacher Supply



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1. Introduction

The sweeping changes taken place after the Covid-19 pandemic have completely de-organized education system. A massive shift from learning and teaching in traditional settings with physical interactions into digital platforms shined a harsh light on the necessity of redefining the teacher demand and supply. The life of teachers has also dramatically turned busier in this sudden wave of online revolution. These changes obviously reflect in Teacher Labor Market which is driven by the forces of teacher demand and supply.

The Covid-19 pandemic has required teachers to become experts in online learning almost overnight (Porter, 2020). Beyond the emotional toll of confinement due to social distancing and lock down, studies suggested that the unexpected transition from in-person teaching to

remote learning has forced teachers to face unprecedented challenges of effective tooling of virtual teaching skill set, maintaining robust personal relationships along with managing uncertainty about personal safety and health.

The present study aims at analyzing the Work-Life balance of teachers in post pandemic academic environment and its influence on Teacher Labor Market. Hence a deeper investigation is executed on teachers in both organized and unorganized sectors to understand the latest trends in their attitudes towards the teacher supply amid the hasty management of work and life. Further, the school administrators are also brought under study to explore the employers' perspectives on the education in new normal.

The study unleashes the uncertain work environment, increased work load, timeless strains etc. not only exacerbate the work life conflicts but also force a remarkable influence on Teacher Labor Market. Apart from mass layoffs of teachers across the state, the teacher supply is also being subjected to significant turbulence as the number of disappointed teachers due to underpaid heavy burden of works.

2. Significance of The Study

Work life balance is ability to manage resources to meet family and work demands so that individuals can show effective participation in both domains of life (Voydanoff, 2005). Work-Life balance of teacher can make vital contributions to their reactions to the individual and collective physical, environmental and social events. It is found that in most of the studies on Work-Life balance, professional factors like workload, organizational support, school connectedness, satisfaction with professional skill acquisition opportunities and personal factors such as health, stress, life fulfillment and enjoyment are generally taken into account.

There are numerous studies which clearly recognize the undeniable relationship between teacher supply and Work-Life Balance. Hughes & Nikos (2015) established a clear connection between the Work-Life Balance and teacher supply by exploring the views of male workers on issues that pertain to Work-Life Balance. It is found that the Work-Life imbalance was a major source of dissatisfaction and it resulted in withdrawal behaviors including turnover and fake sick absence.

Padma (2013) found out that the lower Work-Life Balance lead to higher level of absenteeism and employee attrition in a detailed descriptive study upon employee Work-Life Balance. The study highlighted the role of family support in Work-Life Balance. Employees

who have adult children can easily balance than those with younger age kids. Similarly, employees who need to take care of old people at home have lesser Work-Life Balance.

Burnout on job satisfaction in the context of technological advancements and Work-Life Balance were analyzed in a detailed study by Kanwar & Kodwani (2009). Burnout was measured on three dimensions viz. meaninglessness, demotivation and exhaustion. The IT group proved to have burned out by lower Work-Life Balance and job satisfaction.

Marital status, working hours, requirement of flexibility, additional working hours and over time are identified by Lakshmi et al. (2012) as the most distorting factors of Work-Life Balance. The study reveals the influence of number of dependents at home including the small children and old people on Work-Life Balance of women employees.

In a comparative Work-Life Balance study among Teachers, Chartered Accountants and Doctors, Jain (2013) found that three factors viz. working condition, time management and family support which are highly influential to Work-Life Balance. The researcher also found out that imbalance between work and life impact job satisfaction. Time flexibility, role clarity, co-worker support, family culture, dependents and working hours are extracted, as the key factors responsible for Work-Life Balance, by Madhusudhan & Nagaraju (2013) in their study of Work-Life Balance and employee behavior.

There are a lot of studies which analyze the relationships among Work-Life Balance, technological transformation, job satisfaction, labor supply, family factors etc. The present study is an endeavor to surface these numerous factors in the light of Covid-19 global health crisis which hampered the prevailing ecosystem of teaching and learning due to lengthy school closures.

3. Objectives of The Study

- To find out the level of awareness of teachers about the importance of Work-Life Balance
- To find out the influence of Covid-19 on work related factors of teachers
- To find out the influence of Covid-19 on personal and home related factors of teachers
- To analyze the reasons for change in teacher demand after covid-19 pandemic
- To analyze the reasons perceived by the teachers for change in teacher supply after covid-19 pandemic.

4. Methodology

4.1 Design of the study

Survey method was employed for the study.

4.2 Sample

100 Teachers from various government, aided and unaided schools across Kerala state and 30 administrators working at managerial positions constituted the sample. Simple random sampling method was used.

4.3 Tools used

The following tools were used for the study:

- a) Questionnaire on Perceived Post Pandemic Work-Life Balance- for teachers (Noufal&Naseema, 2021)
- b) Interview schedule on Perceived Post-Pandemic Work Life Balance - for administrators (Noufal&Naseema, 2021)

4.4 Data Collection

The study is mainly based on primary data collected from teachers working in various schools across Kerala and administrators during the month of May-June 2021. Questionnaires in the form of Google forms were sent to teachers with a request to comfortably fill them and return within a week's time. Investigator chose telephone interviews with academic administrators avoiding physical meetings due to the health precautions as part of Covid-19 protocols.

4.5 Statistical techniques used

Percentage analysis was used as the statistical technique for the analysis of data.

5. Major Findings

After the analysis of data, the following results were obtained:

5.1 Levels of awareness about Importance of Work-Life Balance

Table1. Reveals the details of the levels of Teachers' awareness about importance of Work-Life Balance.

Table1 Teachers' Awareness About Work-Life Balance

Level of Awareness	Teachers %
Work-Life Balance is important	83
Work-Life Balance is not important	11
Do not know	6

It is very clear from Table1, that 83 percent of teachers are aware of importance of Work-Life Balance. 11 percentage of teachers think that the Work-Life Balance is not important and 6 percentage of teachers are not at all aware of importance of Work-Life Balance.

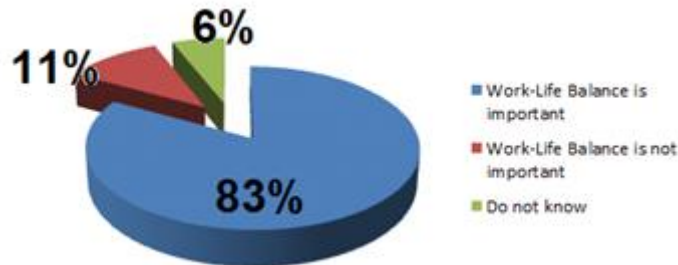


Fig.1 Levels of Teacher Awareness about Importance of Work-Life Balance

5.2 Influence of Covid-19 pandemic on work related factors

Influence of Covid-19 pandemic on work related factors is given in Table2.

Table2. Influence of Covid-19 on Work Related Factors

Work Related Factors	Organized Sector (Govt.&Aided) %	Unorganized Sector %
Increased Work Load	56	72
Long Working Hours	48	45
Non-cooperation of Superiors	48	81
Remuneration reduced during Pandemic	0	90
Lack of Clarity on the duties to be performed	55	72

Table2 revealed that increased workload (72 percent), noncooperation of superiors (81 percent), lack of clarity on the duties (72 percent) and low remuneration (90 percent) are highlighted as the major factors that affected the Work-Life Balance during post pandemic teaching in unorganized sector. In organized sector, 56 percent of teachers reported increased workload and 55 percent of teachers reported lack of clarity on the duties to be performed as the work related factors mainly influenced after the pandemic. Long working hours and noncooperation of superiors affected 48 percent of teachers. At the same time, none of the teachers in organized sector were affected by the remuneration reduction during pandemic.

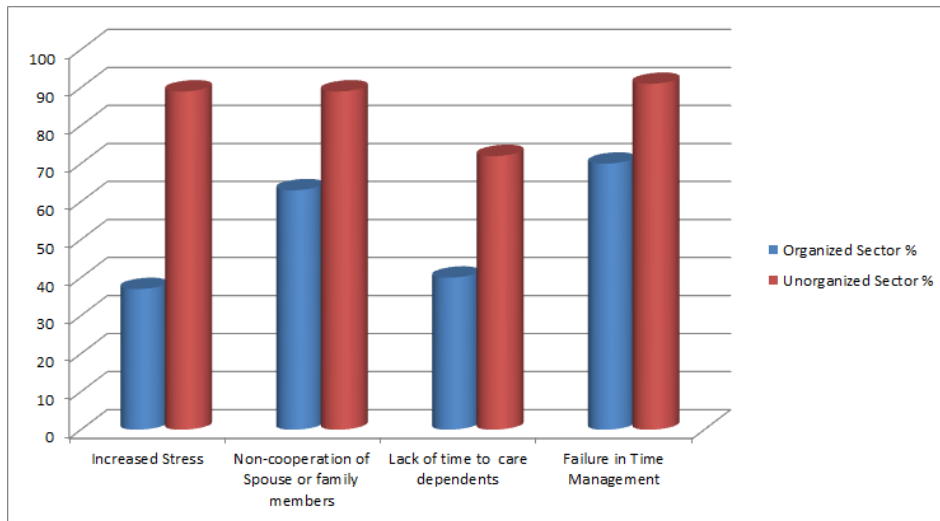


Fig.2 Influence of Covid-19 Pandemic on Work Related Factors

5.3 Influence of Covid -19 pandemic on personal or home related factors

Influence of Covid-19 pandemic on personal or home related factors is given in Table3.

Table3. Influence of Covid-19 Pandemic on Personal & Home Related Factors

Personal & Home Factors	Organized Sector (Govt. & Aided) %	Unorganized Sector %
Increased Stress	37	89
Non-cooperation of Spouse or family members	63	89
Lack of time to care dependents	40	72
Failure in Time Management	70	91

From Table3, it can be seen that failures in time management was found out to be a major reason for the conflicts between work and life by 70 percent of teachers in organized sector and 91 percent in unorganized sector. Noncooperation of stress was another reason for work-life imbalance for 63 percent of teachers in organized sector. Personal stress and non-cooperation of spouse or family members (89 percent) and lack of time to care dependents (72 percent) affected the Work-Life Balance of teachers in unorganized sector. 89 percent of teachers in unorganized sector and 37 percent in organized sector reported increased stress during the pandemic health crisis.

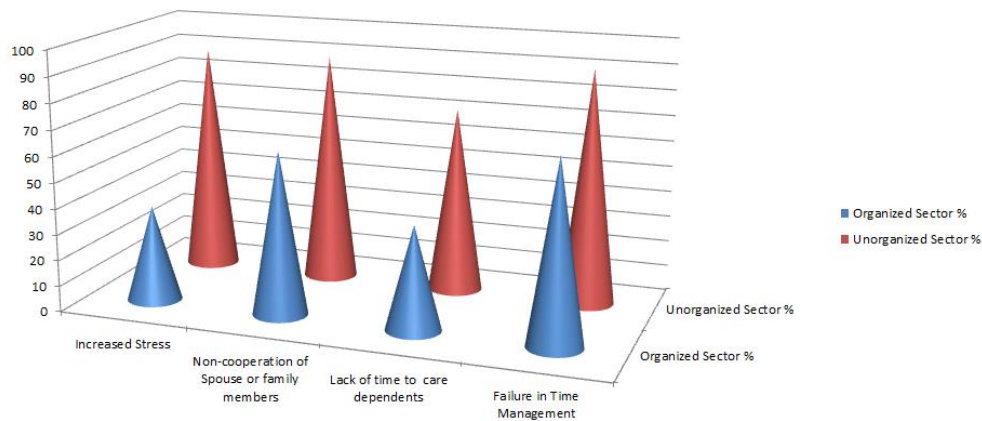


Fig.3 Influence of Covid-19 Pandemic on Personal & Home Factors

5.4 Teacher Demand and Work-Life Balance

Covid-19 has also surfaced extraordinary human resourcefulness and potential by facilitating mobility of global talents and quality teaching aside. News of mass layoffs coming out of schools indicates a steep change in teacher demand in labor market. Interview with the administrators revealed the following regarding the teacher demand in post pandemic Teacher Labor Market. Perceptions of administrators on reasons for post pandemic changes in teacher demand are given in Table4.

Table 4. Reasons for Change in Teacher Demand Perceived by Administrators

Reasons for Change in Demand	Administrators %
Financial burden of schools	40
Inability of teachers to cope up with the technology based instruction	55
Availability of talent teachers online became a challenge to other teachers	36
Requirement for teachers was limited due to the wide reach of technological instructional tools	29
Teachers' poor performance and commitment resulted in Work Life Imbalance	21
Closure of private schools due to shortage of students	12
Increased emphasize of administrators on teacher quality	51

Table4 clearly shows the 55 percent of school administrators suggested that quality challenges and structural rearrangements in academic organization resulted in a visible decline in demand for teachers. 51 percent of administrators saw the increased emphasize on teacher quality would result in change in demand. Other major reasons highlighted by administrators as the shakers of teacher demand are financial burden of schools (40percent),

availability of talent teachers online became a challenge to other teachers (36 percent), Requirement for teachers was limited due to the wide reach of technological instructional tools (29 percent) and closure of private schools due to shortage of students (12 percent). It is also clear that the changed dynamics and enormous educational needs will completely redefine the teacher demand.

5.4 Work Life Balance and Teacher Supply

Reasons for change in teacher supply perceived by teachers are given in Table5.

Table5. Reasons for Change in Teacher Supply Perceived by Teachers

Reasons	Organized Sector %	Unorganized Sector %
Under-performance due to work-life imbalance	74	72
Incomplete Tasks due to work-life imbalance	59	45
Lack of Time to Care Family	74	90
Post pandemic challenges in the job	40	45
Forced to leave the job after pandemic	3	9

It is very clear from Table5 that 90 percent of teachers working in unorganized sector and 74 percent in organized sector think that the teacher supply may be affected because of the lack of time for the teachers to care their family due to post pandemic workload. Under performance of teachers due to work-life imbalance during health crisis can influence the teacher supply as expressed by 74 percentage teachers in organized sector and 72 percent teachers unorganized sector. Among teachers in organized sector 59 percent opined that incomplete tasks due to work life imbalance and 40 percent suggest post pandemic challenges in the job as influential factors of teacher supply. According to 45 percent of teachers in unorganized sector, Incomplete Tasks due to work-life imbalance and post pandemic challenges in the job can change the teacher supply. Teachers reported that they are forced to leave the job after pandemic in organized and unorganized sectors as reported by 3 percent and 9 percent respectively.

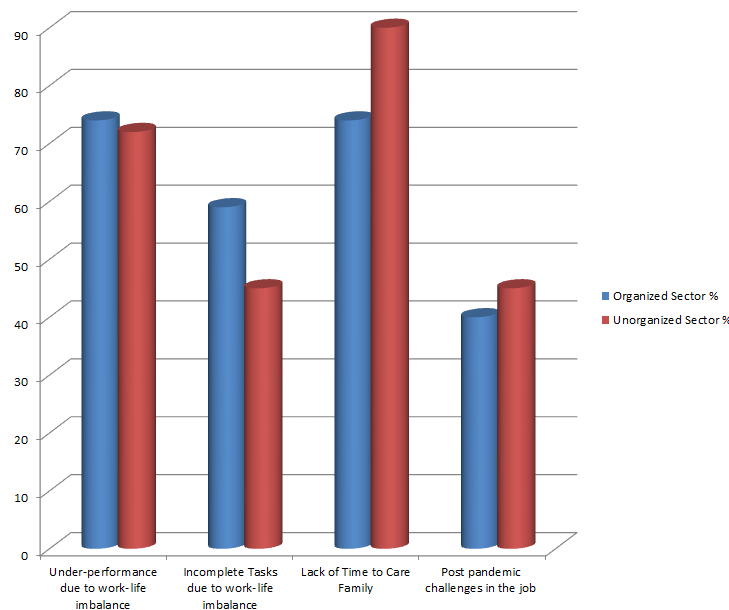


Fig.4 Reasons of Change in Teacher Supply Perceived by Teachers

6. Conclusion & Interpretation

While navigating through the Covid 19 crisis and its aftermath, we have to address the accentuated Work-Life Balance of teachers not only because of its direct link with child development, but also its evident influence upon Teacher Labor Market. The present study reveals that teachers working in unorganized sector have been severely thrashed by the post pandemic restructuring in a couple of ways. Firstly, because of it has wrecked the Work-Life Balance. Secondly this distorted Work-Life Balance in turn has led to under performance. When the former influenced teacher supply, the latter contributed to a change in teacher demand along with the other factors. The disappointment and disgust gradually leads to absenteeism. It is pretty clear that the pandemic has caused serious strokes to the availability of teachers and their efficiency in the profession. Teacher supply constitute the qualified teachers who are available with their quality service. Post pandemic teacher behavior is a clear indication of a downward trend in teacher supply.

It is very clear from the study that most of the teachers are well aware of the importance of Work-Life Balance. There are significant roles for personal and work related factors in Work-Life Balance of teachers. Work-Life imbalance during post pandemic schooling has directly influenced teacher demand and supply and thus the Teacher Labor Market. Along with mass transformations of digitalization and organizational restructuring, care has also to be given to teacher wellbeing. In a post pandemic education system, remarkable learning experiences can be built only through collaboration of teachers, students and parents. It is a

positive feature that many parents have realized and appreciated teachers' work and professional efforts they are taking up. Multiple roles played by schools and teachers are changing into new dimensions. It is time to understand and accept the changes and train ourselves to adapt to the new normal.

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