

Chapter 22

An Empirical Study of Distraction in Work–Life Balance of Teachers During COVID–19 Turmoil Circumstances

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ABSTRACT

COVID-19 was a crucial time to survive and created unprecedented challenges for every industry globally. This unexpected event distracted the work-life balance to where many are physically and mentally tired. Being pushed to quickly adapt to the new work environment and online teaching pedagogy was a challenge for the entire education system. Many studies have been conducted on the impact of COVID-19 in work-life balance of teachers, but the authors observed not a single study has revealed the strength of association between gender, employability, post lecture energy, and domestic responsibilities. This study aimed to measure the strength of this association using chi-square and Cramer's v analysis as well as impact of the pandemic on teaching faculty and subsequent implications of policy. The major outcomes of the study are that personal and professional life was imbalanced with affected mental health, which leads to less productivity.

INTRODUCTION

A healthy work environment is an essential variable to enhance productivity and success. During the COVID-19 pandemic breakout, work and life had badly disrupted routines. While the world stopped moving, work did not, and staff shifted to working from home. During the Covid-19 pandemic, an unanticipated shift from office to remote work was taking a toll on the employees' mental health, even in

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the comfort of their homes. The work-life balance remains to be an essential element of a good work environment, even if it is remote. Work-life balance and job satisfaction are issues that are difficult to fix and require constant concerns that have to be addressed (Chakrawarti, 2021). The pandemic has revamped how the faculties split their time between personal and professional (coaching, engaging with students, and administration responsibilities). According to a survey in Brazil, 83 percent faculties did not prepare to teach remotely, 67 percent were nervous, 38 percent sensed drained, and fewer than 10 percent were satisfied. This result highlights that most teachers were unprepared for such change, which requires a comprehensive socio-emotional monitoring and psychological support strategy to ensure teacher well-being (Barron et al., 2021). Due to lockdown and remote working, many institutions have cut costs by easing the salary, which disturbs the personal finance metrics. Managing finance and high job insecurity may be additional variables of work-life balance during the pandemic.

The role of the teachers is unique in society. Education is the skills and knowledge-based industry which is the backbone of any nation as a supplier for other industries (Al-Busaidi, 2014). Here students are trained as per current industry requirements in different domains. Throughout the pandemic, the education system encountered several obstacles, making it challenging for teachers to sustain a healthy work-life balance while delivering a high-quality education (Singh, Nakave, & Shah, 2022). The effectiveness and efficiency of the education sector depend on the employees. In modern times, the work-life balance to be developed and maintained by teachers is supremely challenged. Teachers must give additional time each day for effective and creative results, which may face a challenging atmosphere. The consequences of imbalance in work life can negatively impact mental and physical stability in the long run, which could be a prolonged effect on performance, concentration, efficacy, and work-family conflicts (Sunitha & Gopal, 2021).

WORK-LIFE BALANCE THEORIES

Spillover Theory

The spillover model describes the connection between work and family. This theory is that the experiences and satisfaction in one domain results impact the other domain similarly (Edward & Rothbard, 2000). Spillover theory is also categorized as horizontal and vertical. Horizontal spillover impacts one domain's life on the neighboring domain. In contrast, vertical spillover is based on the transmission of emotions or moods between those who are regularly connected, such as family members or organizational colleagues (Sirgy, Efraty, Siegel, & Lee, 2001).

Conflict Theory

Work-life conflict arises when incompatible with meeting the demands of family life due to fulfillment of demands of work life. It is also known as inter-role conflict, and it creates role pressure and stress which influence a person's contribution behavior or strain (Greenhaus & Beutell, 1985). Time-based conflicts are enormous working hours, and scheduling makes it challenging to participate in different roles. Second behavior-based conflict occurs when behavioral issues in family roles or work roles due to unable to adjust expectations of different roles. And third, strain-based conflict occurs when family or work demands spill over, and difficult to fulfill the responsibilities of both roles, which produces

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