Chapter 8

An Empirical Study on Challenges of Working From Home During COVID–19 on Work–Life Domains in the Education Sector in Bengaluru

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ABSTRACT

The chapter looks at the challenges faced by academicians at the time of COVID-19. Additionally, it examines how Bengaluru academicians reconcile work and life, as well as how this pandemic condition has affected teaching performance. Academicians are not only being challenged with teaching methodology due to the pandemic but are forced to create and innovate new ideas of teaching-learning implemented by the New Education Policy. The chapter ends with the findings on the effectiveness of WFH, quality of communication, and return to work. It concludes that although WFH created great difficulty in social interaction, which forced them to return to work, but has increased the productivity of educators in this changing phase and developed a new learning dimension in the higher education industry, even though this domain of working is feasible for several business organizations and the years to come. The COVID-19 pandemic has forced many people to work from home.

INTRODUCTION

The pandemic has spread around the world, attempting to test our community in many different ways and compelling individuals to reconsider a variety of practices, from their place of employment and leisure to everyday travel and duties. In addition to having an effect on the individual, it has had a negative economic and financial influence on the entire world, halting several economic sectors (Venkateswaran et al., 2023). The possibility of balancing work and personal life was hazy and frequently disputed before the pandemic (Kumar & Naachimuthu, 2023). Contrarily, COVID-19 put everyone under pressure to make a choice, and as a result, many businesses decided to experiment with functioning from home (Dawwas & Zahari, 2014). In fact, this is an unprecedented opportunity to evaluate WFH's potential as one of the next feasible options for such a congested urban setting (Akshaya & Naachimuthu, 2022).

To start with, this research aims to understand better WFH balance, including the factors that affect WFH for both men and women, as well as the effectiveness and relevance of this work schedule (Almaamari & Salial, 2022). Second, the potential effects of the WFH on academicians' life and work domains, such as versatility, motivation, and career satisfaction, will be investigated (Al-Maaitah et al., 2021).

The most obvious problem that has resulted from the situation is the need for scholars in higher education to have new, innovative skill sets (Hana et al., 2022; Said & Tripathi, 2023). This is true both for adapting to advancements in technology and using information technologies, as well as for the need to develop novel teaching techniques for new situations while juggling their personal and professional lives (Sabti et al., 2023). According to several earlier studies, a completely new constructivist strategy is necessary, along with the necessity for theatrical abilities, in order to capture the interest and focus of learners in a course subject (Mishra et al., 2020; Anand et al., 2023).

CHALLENGES FACED BY ACADEMICIANS DURING WFH

Before the pandemic, schools all around the globe were confronted with the issues of online education as they began to develop. For educational institutions, academics, parents, and students, this unanticipated presence has exacerbated certain current digital challenges while also introducing a number of new ones (Aswathi et al., 2021).

Technology investment: Schools and higher learning institutions are under great pressure to shift teaching methodology from classroom education to virtual learning, so the right kind of investment needs to be done carefully (Beshr et al., 2023). However, the institutes fail to consider whether the technology under consideration is the best fit for their specific needs. To be effective, technology must be measured against specific pedagogical outcomes. Universities and colleges that have reviewed their options will save funds on purchases that add little significance to their student's learning experiences (Hana & Naachimuthu, 2023). It is crucial to analyze educational software in order to gain the requisite experience and time to make the best choice. Distance learning tools should be relevant and should be applied within a regular classroom environment.

Academicians feel unmotivated or unsupported: Academicians had to shift towards the technology, and to a certain point, it seems to be ineffective. The educators have received support and training with ed-tech, which made academicians more confident, and also advice on blended learning models in their institution.

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