To study about demographic, social and economic profile of woman teaching staff work-life balance in COVID-19 pandemic

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Abstract

The work environment has a greater impact on the imbalance of work and life than the family environment. One's time, effort, and mental capacity are all demanded by their employment and the company they work for. A subject manager should concentrate on raising employee organisational loyalty as one of their measures to improve organisational effectiveness. Employees who put in a lot of effort are rewarded with opportunities for career advancement in this situation. Without taking into account their employees' other facets of their private lives, organisations strive to maximise their workforce. Such organisational tactics give employees the chance to advance in their careers and receive other rewards, which may cause them to neglect their personal lives over time. Within the broad category of occupational stress, teaching has been noted as one of the most demanding professions in many nations. Teachers who suffer unpleasant, negative emotions like anger, anxiety, tension, irritation, or despair as a result of some aspect of their work as teachers are said to be experiencing "teacher stress," also known as "teaching-related stress." A teacher's health, wellbeing, and performance may be impacted personally by the stress associated with their job as a teacher. Even a little alteration in the organisational structure of the school can harm relationships between coworkers and foster feelings of injustice and insecurity. Preschool instructors, according to several authors, have additional stressors including dealing with parents who view the school as a child-minding service and having to complete more non-teaching duties like caring for a sick child or cleaning up after them. Since ancient times, women have felt like a weaker segment of society. Teaching has traditionally been a prior career option for women.

Keywords: Demographic, social and economic profile, teaching staff

Introduction

Working women encounter a myriad of challenges in the workplace. They often face discrimination, being perceived as less competent than their male counterparts. This bias not only undermines their professional abilities but also contributes to mental exhaustion, stress-related ailments, and dissatisfaction with their jobs. Such attitudes foster feelings of inferiority, inadequacy, and incompetence among women. Consequently, they grapple with issues such as job-related stress, conflicts between work and personal roles, sexual harassment, lack of adequate household support, financial dependence, and various occupational hazards.

In today's rapidly evolving world, stress has become an inherent aspect of life due to rising living standards and increasing complexity. The pace of change is staggering, bringing both challenges and opportunities. Stress permeates every aspect of modern life, regardless of whether one is involved in family, work, education, organizations, business, or any other social or economic endeavor. No career is immune to stress; it is a universal phenomenon that affects individuals from all walks of life. As such, it is imperative to recognize and address the unique stressors faced by working women to create a more equitable and supportive work environment. By acknowledging and mitigating these challenges, organizations can foster greater productivity, satisfaction, and well-being among their female employees.

Enhancing work-life balance: Empowering women in the workplace

In contemporary society, women are increasingly participating in the workforce, contributing significantly to the economy and society at large. However, despite their invaluable contributions, women often face unique challenges in striking a balance between their professional commitments and personal responsibilities. Studies indicate that a majority of women work an average of 40 to 45 hours

per week, with nearly 53% of them expressing difficulty in managing the demands of work alongside their personal lives. This struggle stems from the inherent conflict between the demands of their organizations and the responsibilities of their households.

The modern working woman must navigate the intricate web of balancing the everyday needs of her family with the myriad of tasks, schedules, meetings, and business obligations that come with her professional role. This juggling act poses significant challenges, requiring women to constantly prioritize and allocate their time and energy effectively. The pressure to excel in both spheres often leads to feelings of stress, guilt, and overwhelm, impacting not only their mental and emotional well-being but also their overall quality of life.

Recognizing the importance of supporting working women, employers have a crucial role to play in fostering a conducive work environment that promotes work-life balance. Implementing comprehensive programs and policies aimed at supporting the needs of female employees not only aids in attracting and retaining talent but also enhances overall productivity and organizational success.

In addition to traditional benefits such as information about work-life balance policies, special leave arrangements (such as annual leave, public holiday leave, career break leave), and healthcare provisions, forward-thinking organizations offer a wide range of support services to assist women in managing their work and personal lives effectively. These may include employee counseling services, organizational psychology units, workplace health promotion initiatives, social clubs, pre-retirement clubs, women's networks, and breastfeeding support groups.

By providing access to such programs and resources, employers empower female employees to navigate the complexities of work-life balance more effectively. These initiatives enable women to fulfill their professional responsibilities without undue interruptions from their personal lives, allowing them to focus fully on their work tasks and career advancement. Moreover, by creating avenues for women to voice their opinions, concerns, and suggestions through forums, committees, grievance resolution systems, and suggestion programs, organizations demonstrate their commitment to fostering an inclusive and supportive work culture.

Ultimately, achieving work-life balance is not only beneficial for individual women but also for the organizations they work for. By prioritizing the well-being and satisfaction of their female workforce, employers can cultivate a more engaged, motivated, and productive workforce, driving organizational success and growth in the long run. As such, promoting work-life balance for women is not just a matter of equity and social responsibility but also a strategic imperative for businesses seeking to thrive in today's competitive landscape.

Work-life balance for women
Women in today's society are always working to achieve work-life balance as society shifts from the traditional to the modern era, where the wife works and manages the home. The majority of people juggle their professional and personal obligations, but doing so in today's complex world calls for talent, tact, skill, and caution.
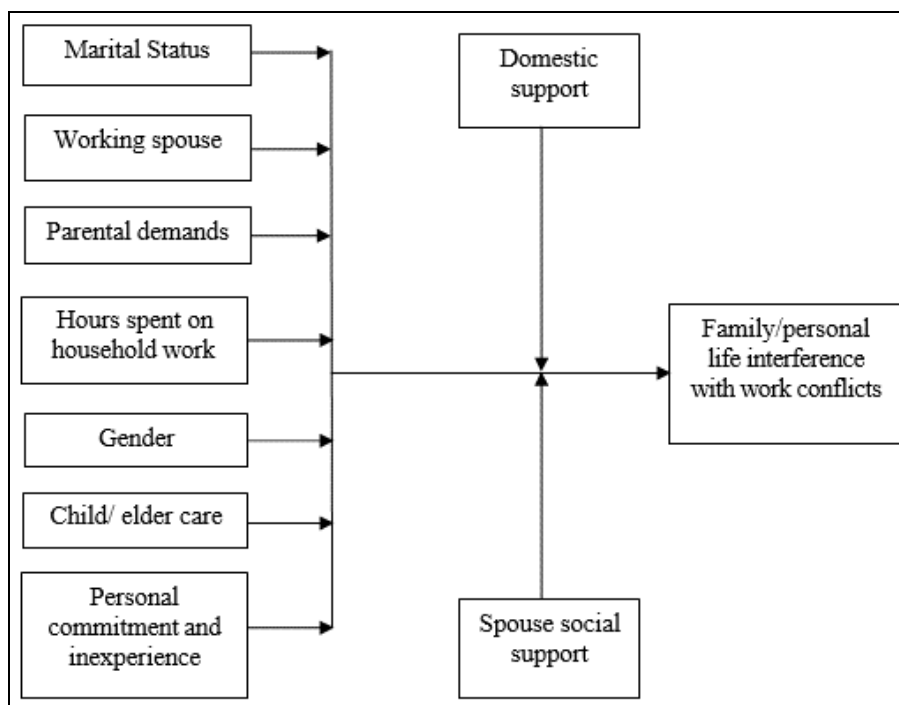
Work-home interference
Interference from the workplace at home can go both ways. As follows:

Personal life/home life interference with work (PLIW)
Home interference with work is the term used to describe how responsibilities at home might affect performance at work. Interference from the home with work occurs when obligations to one's family or personal life interfere with work performance. For instance, worrying about a sick child while at work may cause a parent to become less productive.

Work-life balance

Fig 1: Models of the determinants of family/ personal life interference with work conflict

Work interference with personal/home life (WIPL)

Work activities that interfere with the discharge of personal or family responsibilities are called work interference. For instance, attending an early-morning meeting might prevent a parent from taking their child to creche, and dwelling on a work-related issue when at home might make someone neglect their partner or spouse.

Work-life balance
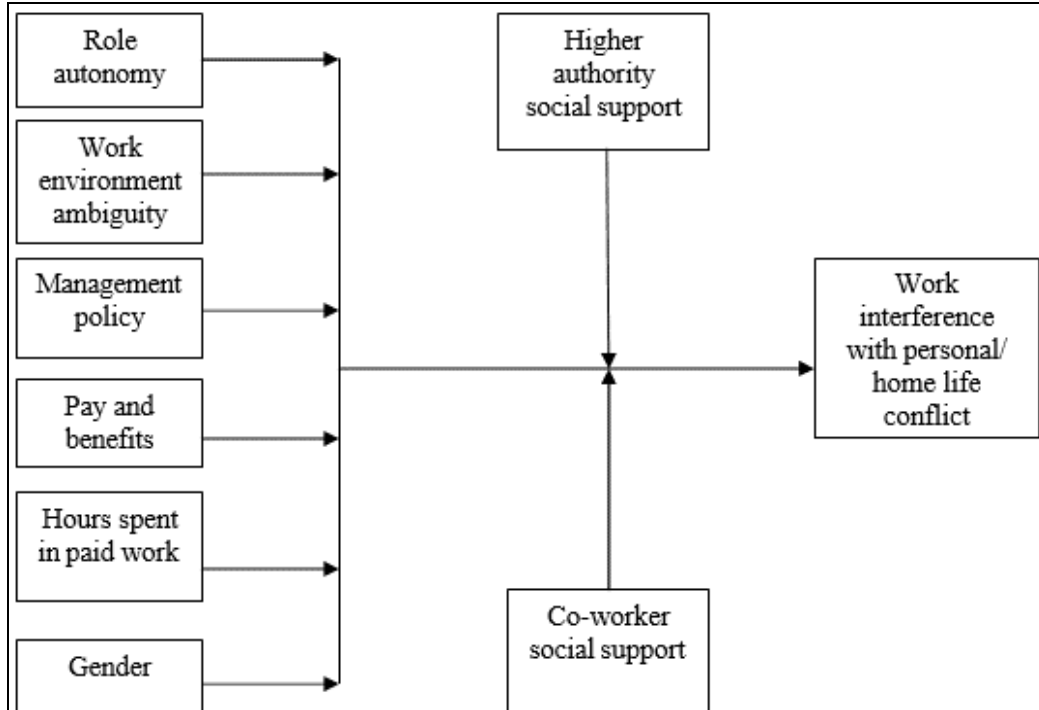
Fig 2: Models of the determinants of work interference with family/ personal life conflict

The interaction of paid job and home life has drawn more and more attention in the scholarly and popular press during the past twenty years. Work-home interference has been described as a type of role conflict in which the demands of the home and work roles are mutually incompatible, making it challenging to meet demands in either domain (for example, work). Its prominence as a debate topic is related to a number of demographic and job trends in India and overseas, which have created new difficulties for those attempting to balance conflicting demands from home and work.

Outcomes of work-home interference

There are three categories of consequences for work-home interference: behavioural, health-related, and attitudinal. The majority of research on the effects of work-life conflict has focused on either work-related attitudes or overall wellbeing. Beyond absenteeism and turnover, only a small number of research have looked into how intervention affects employee behaviour in the workplace. This section will outline the ways in which the present thesis will fill gaps in the literature regarding our understanding of family and work-related behavioural consequences of interference and its impact on employees' job performance after reviewing more than 100 pieces of research on established attitudinal and behavioural outcomes of work home interference.

The proposed integrated work life balance model

The recommended model of the study is shown in detail in the figure below after examining the numerous studies in the literature in relation to the stated objectives. Developed a conceptual framework that connected the needs and resources of work, family life, and boundary-crossing roles to work, role performance, and quality. According to the model, there are two aspects to work family conflict that are caused by the interaction of work, family, and boundary-spanning needs and resources. Conflict caused by work demands, family resources, and boundary-spanning wants and resources arises, whereas conflict caused by family demands, work resources, and boundary-spanning demands and resources arises. Work family balance is influenced by the two dimensions of work-family conflict as well as boundary-spanning tactics. The performance and quality of work and family roles are thus impacted by work-family balance. The impact of timetable management on work-life conflicts was conceptualised by Kelley and Moen (2007), who also provided detailed instructions on how to improve employees' schedule control. According to the concept, perceived schedule control has a direct impact on work-family conflict. According to the model, implementing schedule control through altering behaviour will lessen work-family conflict while also increasing one's sense of control over when and where they work. The model also suggested gender, life stage, and employment as three moderators. The article argued that scheduling control is a crucial defence against both acute and chronic time demands, as well as work-life conflicts, with potential advantages for productivity, health, and well-being.

Research methodology
Sampling Design
The study's main goal is to determine the level of work-life balance among female teachers in Maharashtra State in COVID-19.

Sampling Unit (Population)
Women Teaching Employees at Schools in Maharashtra State is the sample unit. The sort of study done will determine the sampling units, and the information required will be acquired from the employees, therefore the sampling unit in this case is teaching personnel of the schools where the research will be conducted.

Sample Size
The survey was based on fully completed replies from 500 female teaching professionals from various private schools in Maharashtra State. However, 550 questionnaires were distributed, with 50 of them being incomplete and so useless.

Sampling method
The study's data was collected using the random sampling approach.

Sample selection
The study's participants were chosen at random from schools in various parts of Maharashtra State. In this investigation, no specific strategy of selection was used.

Type of research
The study employs descriptive and analytical research methods.

Method of collection of data
We used both primary and secondary data. A systematic questionnaire was used to obtain primary data. Secondary information was gathered from journals, periodicals, books, newspapers, previous studies, and websites, among other sources.

Research instrument
The research was carried out utilizing a Structured Questionnaire with closed-ended statements.

Problems encountered in data collection
The main issue was obtaining a sufficient number of responses. Although this is a study of highly educated women instructors with professional degrees, several schools denied the request for an interview appointment. The researcher also ran into issues with the respondents' availability of time. Because of unanticipated board test and paper valuation delays at work, the appointment had to be cancelled and rescheduled several times. Some schools have refused to allow the questionnaire to be circulated and refuse to provide any personal or school information. To achieve the needed number of responses, a huge number of schools had to be contacted.

Results and Discussion
Demographic, social and economic profile of covid-19 pandemic
Two groups of factors contribute to a person's ability to hold a particular social position. The respondents' aspirations are indicated by the first set of variables, which also covers their ties to their families, their occupations, their income, etc. The other group is called "achieved," and it includes what an individual has accomplished by their own efforts, such as education, employment, financial success, etc. The 'life experiences' of an individual also have an impact on attitude and behaviour pattern in addition to these two groups of variables. Together, the two factors control how society is changing and its socioeconomic conditions.

Age
Age is a significant determinant of a person's level of understanding and is related to a multifaceted process of physical, psychological, and social change in humans. Over time, some dimensions increase and develop while others contract. Age, for instance, may cause a drop in reaction time while increasing intelligence and knowledge of current events.

Table 1: Frequency distribution of age group in years

Age	Frequency	Percent
Upto 30	142	28.4
31-40	188	37.6
41-50	128	25.7
Above 50	42	8.3
Total	500	100.0

Source: Computed from Primary Survey

The age distribution of the respondents is shown in table-1. The age distribution of respondents is as follows: 28.4% are under the age of 30, 37.6% are between the ages of 31 and 40, 25.7% are between the ages of 41 and 50, and 8.3% are over the age of 50. The majority of the teachers, it might be assumed, are under 40 years old. From this group, 66% are drawn. The majority of private schools seek to hire young people according to their human resources policy. In keeping with this, the expansion of private institutions over the past two decades has provided more space for recent graduates throughout Tamil Nadu, with Maharashtra State experiencing the highest intensity. A large portion of the study's responders are under 40 years old in the outset.

Educational qualification in covid-19 pandemic
In its broadest meaning, education is a type of learning in which a group of people's information, abilities, and practises are passed down from one generation to the next through instruction, training, and study. Education typically happens with the help of others, but it can also be self-taught experience that has a formative impact on one's thoughts, feelings, or actions. Preschool, primary school, middle school, secondary school, and ultimately further secondary education are the typical divisions of the educational system.

Table 2: Frequency distribution of educational qualification

Educational Qualification	Frequency	Percent
School level/ Diploma	60	12.0
UG	173	34.6
PG	240	48.1
Professional	27	5.3
Total	500	100.0

Source: Computed from Primary Survey

The level of education of the study's respondents is shown in Table-2. 2.6% of those surveyed had earned a diploma or at least completed their high school education. 12 percent of those surveyed have completed coursework towards a degree in teacher education, kindergarden/Montessori education, or both. 34.6 percent of respondents have studied for their undergraduate degree, 48.1 percent have studied for their post-graduate degree, and 5.3 percent have studied for a professional degree (like a B.E., MBA, or Ph.D.). A significant portion of the respondents-roughly 82.7 percent-have completed their undergraduate or graduate degrees in a variety of areas. The fact that some persons have earned a Ph.D., which is the highest academic degree, is notable. The study's share of B.Ed. qualified respondents is comparatively greater, supporting the popular perception that the majority of respondents are educated. In a similar vein, teachers with professional degrees seem to have a strong love for their work.

Income
The total income of everyone living in a given household or place of residence is referred to as the household income. Every type of income is included, such as salaries and earnings, retirement income, near-cash government transfers like food aid, and investment gains. The number of persons sharing households and the number of income earners per household can differ dramatically between regions and over time, therefore average household incomes need not immediately correspond to measurements of an individual's wages like per capita income. Here, "income" refers to the respondents' salaries.

Table 3: Frequency distribution of monthly salary

Monthly Salary	Frequency	Percent
Upto 5000	22	4.4
5001-10000	183	36.7
10001-15000	125	24.9
15001-20000	100	20.0
Above 20000	70	14.0
Total	500	100.0

Source: Computed from Primary Survey

The respondents' monthly income is shown in Table-3. 4.4 percent of respondents reported having an income of up to Rs. 5000, 36.7 percent reported having an income between Rs. 5001 and Rs. 10,000, 24.9 percent reported having an income between Rs. 10001 and Rs. 15000, 20 percent reported having an income between Rs. 15001 and Rs. 20,000, and 14 percent reported having an income above Rs. 20,000. In general, 86% of respondents have monthly incomes of Rs. 20,000 or less. According to the study, a sizable portion of respondents admitted that their level of income was lower than the pay for government teachers.

However, a sizable portion of the respondents believe that income has greatly increased confidence. The instructors' pay structure was initially far less than what they contributed.

Conclusion
The respondents' organisational and demographic profiles. In order to quantify and identify the size of the differences, these two key components are evaluated utilising percentage analysis, mean, and standard deviation. The study's conclusions show that pay and benefits, measures to reduce work-family conflicts, flextime for married women teachers and teachers who are board exam focused, better educational allowances for employees' children, and an emphasis on employees' entertainment to reduce stress at work are the study's main focus areas. In general, the respondents' opinions in the study were positive, but some schools had factors that influenced how their employees felt about work-life balance. The percentage analysis, mean, and standard deviation demonstrate that the majority of female teachers have the knowledge and abilities necessary to maintain a healthy work-life balance and guarantee that both arenas are treated fairly. This is because the dual function of women encompasses a significant amount of mental capacity. Because of this, female instructors in private schools are capable of addressing work-life balance in a more practical manner.

Women instructors employed in private schools in Maharashtra State have provided the primary source of data collection. The environments for work, family, and personal life in the present are clearly distinct from those in the past. Organisations can no longer afford to make the mistake of assuming that the ideal worker is a man who works full-time and has no obligations outside of work. More flexible work schedules are in high demand as both the proportion of women in the labour force and the number of families with two incomes rise. Work-life balance practises, when properly established and implemented, can boost worker productivity and organisational performance while enhancing employee engagement and life satisfaction. These actions are not only the appropriate thing to take in terms of treating employees fairly, but also in terms of an organization's financial health. The organisational difficulties of implementing work-life policies and practises are looked at in Harmonising Work, Family, and Personal Life from both an individual and a managerial perspective. The analysis of the professional, family, and personal environments of women teaching staff in private schools is the study's main objective. (2008) Mosadeghrad et al. Workplace reward systems, perceived supervision quality, working conditions, and individual determinates like seniority and status, age group, marital status, and years of experience have all been linked to people's job satisfaction or dissatisfaction. Data on the respondents' demographic and occupational profiles have been gathered in order to assess the study's second goal. Therefore, this chapter's analysis of the demographic and occupational profile variables.

In contemporary society, the issue of work-life balance remains pervasive and unlikely to dissipate anytime soon. Both academia and the business world are increasingly focused on addressing this challenge. Employees often find themselves mentally preoccupied with work even when they

are not actively engaged in their job duties, making it difficult for them to fully engage in meaningful interactions with their family and loved ones during their leisure time. The modern workforce is characterized by its intellectual, knowledge-based nature and flexibility, leading to a heightened awareness of and concern about work-related matters among individuals. Many people now perceive their jobs as mentally intrusive, constantly occupying their thoughts even outside of working hours.

Achieving work-life balance goes beyond simply allocating "physical time" to complete tasks; it entails creating the necessary "cognitive space" to process, organize, and respond to the cognitive demands of life in a complex and fast-paced society. This concept is encapsulated in the notion of "cognitive intrusion of work," highlighting the pervasive influence of work-related thoughts and concerns on individuals' personal lives. As such, addressing work-life balance requires not only managing time effectively but also implementing strategies to minimize the cognitive burden of work, allowing individuals to fully engage with and enjoy their personal lives without constant interference from work-related stressors.

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