

Role of Human Resources and Organisational Behaviour for Business Sustainability in Current Scenario

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About the Book

This Book is a compilation of twenty Quality Research Papers presented during International E-Conference “Role of Human Resources and Organizational Behaviour for Business Sustainability in Current Scenario” organized by **Institute of Professional Excellence & Management** on 27th February, 2021, covering the existing scenario of the Manpower and Industry which are now a day facing most demanding spectrum in terms of lack of capable human resource and internal environment of the organization to uphold the business sustainability to endure in fierce competitive environment. Research work carried out contains compelling and realistic inputs for management to perk up overall organizational behavior by coping the challenges in most effective way possible. This Book is not only appropriate for Academicians and Students but also for the Researchers and Management Consultants, who are continuously working to uplift the Management paradigm throughout the world.

About the Editors



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WORK FROM HOME CULTURE AND ITS IMPACT ON MAINTAINING WORK-LIFE BALANCE WITH SPECIAL REFERENCE TO ONLINE TEACHING-LEARNING DURING COVID 19

ABSTRACT

COVID 19 pandemic has hit almost all businesses and has made them to find alternative solutions to continue their businesses as usual. Though it has always been a pain for an employee to maintain a healthy work-life balance. Some of the factors that can be considered are, work pressure, targets, household chores, and so on. Now, things have become more difficult as everything has changed. For instance, the growing trend of work from home culture. Almost all IT sectors have provided their employees with a PC or a system so that they can carry on with their work from home. However, a considerable number of employees find this culture very effective as it saves a lot of time and energy. In this research paper, we would be focusing on teaching faculties and their concerns when it comes to maintaining work-life balance. For instance, nowadays the lectures are being conducted online, everything has become virtual and people have started believing this as the "new normal". To find whether this has been a boon or a bane on teachers with regards to managing their classes, official work, and their family life in a healthy and effective way?

KEYWORDS

COVID-19, Teachers, Work-life Balance, Work From Home, Stress Management, and Time Management.

INTRODUCTION

Nothing has remained the same since the COVID pandemic hit the world. Daily commutes, all scales of businesses, corporates, government, schools, colleges, and almost every other thing came to a standstill. Government has taken strict measures in containing the spread of the virus. As a key measure against the pandemic, lockdown was enforced upon the public. To tackle this, many businesses had to find out alternate ways to run their business in a smooth and profitable manner. One of the best ways that most of the businesses were willing to implement was the work from home option. Considering that most of the corporate world did have the work from home option for their employees, it wasn't a challenge. However, there were a number of other businesses and processes where work from home had never been implemented either due to the lack of need for a work from home option before the pandemic or on the grounds of confidentiality. One such business was the education business.

Though many new businesses have started online courses, teaching, and other modes of blended content delivery the main scale education sector i.e. schools and colleges hadn't implemented it so far. After the pandemic situation, there rose the need for work from home in schools and colleges. Work from home in schools and colleges involved online - teaching, assessment, documentation, administration, and other day to day activities in schools/colleges. This sudden shift in the education sector has had its own merits and demerits from the teacher/student/admin/university's point of view. In this research we have focused on the teacher's point of view on the growing need for the work from home culture in the education sector as well.

RESEARCH METHODOLOGY

In this section we will see the following in detail:

- Objectives of this study
- Methodology of the study
- Scope/Limitations of the study

Objectives of this study:

1. Study the work-life balance after the emergence of online Teaching.
2. Study the impact of online teaching/learning on teachers and students.
3. Analyze the quality of online learning.
4. Study the various factors affecting the work-life balance due to online learning.
5. Get ideas to improve work life balance from a teacher's point of view.

Methodology of the study:

A. DATA SOURCES

The primary data for the study was obtained from a survey using Google Form. The primary data was helpful to conclude the different findings of our research. The secondary data were research papers obtained from the internet. The secondary data was used for literature review.

B. DATA ANALYSIS

The collected data is analyzed by percentage format, charts, graphs and pie diagram.

C. SAMPLE SIZE

For this study responses from 52 teachers were recorded.

Scope/Limitations of the study:

The survey was carried out on 52 teachers who reside in Mumbai. The respondents were ranging from 25 - 57 years of age. Out of which 13 were male teachers and 39 were female teachers.

Here is the table showing number of experience of the participants:

Age (in years)	No. of teachers
0-2	1
2-4	4
4-6	6
6-8	6
8-10	5
10+	30

Here is the table showing participants and their online teaching engagement per week:

Online teaching per week (in hours)	No. of teachers
0	0
1-6	13
7-13	10
14-20	13
21-27	9
28-33	3
34+	4

The region of interest was mostly focused only on the teacher's opinion/perception on online/offline teaching.

LITERATURE REVIEW

Jasmine Paul and F. Jefferson in 2019 published a paper on “A Comparative Analysis of Student Performance in an Online vs. Face-to-Face Environmental Science Course From 2009 to 2016”. Their study compared the effectiveness of online vs. traditional instruction in an environmental studies class. The study was done on 548 students who completed the Environmental Science class between 2009 and 2016. All sections of the course were taught by a full-time biology professor having over 10 years teaching experience in both classroom and Face to Face (F2F) modalities. The content material for online class covered the same as the F2F class. The online course was delivered using the Desire to Learn (D2L) e-learning system. The results of the study did not show any significant performance difference between the students of online and F2F classrooms with respect to modality, gender, or class rank. One may infer from this study that either there is actually no difference in the performance of an online vs F2F classroom or in this particular study the experience of the teacher, the effectiveness of the online D2L platform, course material, and so on could be an influencing factor. [1]

Christine Frazer et al. in 2017 published a paper on “Faculty Perceptions of Online Teaching Effectiveness and Indicators of Quality”. As the title name indicates, the research focused on the perceptions of faculty in online teaching with respect to teaching effectiveness (facilitate, connect, lead, and work) and indicators of quality (student success, student improvement over time, and student application of knowledge to the professional role). The research was driven by conducting a semi structured interview format guided group discussion. Participants were nurse educators from an online university with an average of 15 years of teaching experience in a nursing academia and 6 years in an online environment. The participants’ perceptions viewed effective online teaching practices as an instructor who (a) facilitates student learning; (b) aims to feel connected with students in the classroom; (c) shares experiences; (d) is approachable; (e) establishes mutual comfort; and (f) is responsive to students’ needs. [2]

Wei Bao in 2020 published a paper on “COVID-19 and online teaching in higher education: A case study of Peking University”. This paper focuses on a case of Peking University's online education. Six specific instructional strategies were presented to summarize online teaching experiences for university instructors who might conduct online education during a pandemic kind of circumstance. The author concluded the study with five high-impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high-quality participation to improve the breadth and depth of student's learning; and (e) contingency plan to deal with unexpected incidents of online education platforms. [3]

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

The data was collected by circulating a google form through whatsapp messenger to colleagues and friends of colleagues who are based in Mumbai. The following were the questions in the survey:

1. Which of the following do you hate about Work From Home (WFH)? (Choose all the options that are applicable to you)

Options and other responses	No. of teachers
Work overload	25
Meetings outside work hours	28
Lack of personal time	24
Lack of actual face to face interaction (bored of virtual meets)	36
Very less physical activity	31
Difficulty in communicating ideas	16
Inability to judge whether or not the students are actually listening to the class	35
Using virtual platforms to conduct classes (For example: Zoom and Google Meet)	7
No full proof technology to catch a student if he is copying (or doing any malpractice) in an exam	35
Inability to focus on work from home	14
Family members disturbing	10
Other: Health issues increased	1
Other: I am enjoying	1
Other: Stress on eyes, absence of black board, expenses on internet, electricity, device maintenance etc	1
Other: Management not allowing to go for extra mile	1

Data Interpretation:

From the above data collected we can interpret that Work overload, Meetings outside working hours, Lack of personal time, Lack of actual face to face interaction (bored of virtual meets), Very less physical activity, Difficulty in communicating ideas, Inability to judge whether or not the students are actually listening to the class, No full proof technology to catch a student if he is copying (or doing any malpractice) in an exam, and Inability to focus on work from home are the pain points or the negative factors that are experienced by most of the teachers.

2. Which of the following do you like about Work From Home (WFH)? (Choose all the options that are applicable to you)

Options and other responses	No. of teachers
Work Time Flexibility	24
No need to travel for work everyday	35
Safety	25
Time with Family	15
Working in your favorite work desk	8
Virtual interactions with everyone	11
Ability to use technology to manage students effectively	20
Ability to use technology to test students in a number of other ways than just MCQs or written exam	17
Ability to communicate ideas much better using different apps/websites/infographics/instructional design tools	24
Other: Can deliver lecture in more effective way by teaching in practical manner	1
Other: Away from organisational politics	1
Other: No issue of class control or discipline, compulsion to use the technology made to learn technology	1
Other: Less formal	1

Other: I could learn online teaching methods	1
Other: Being able to switch to Videos instantly and engage students attention	1

Data Interpretation:

From the above data collected we can interpret that Work Time Flexibility, No need to travel for work everyday, Safety, Time with Family, Working in your favorite work desk, Virtual interactions with everyone, Ability to use technology to manage students effectively, Ability to use technology to test students in a number of other ways than just MCQs or written exam, and Ability to communicate ideas much better using different apps, or websites, or infographics, or instructional design tools are the good points or the positive factors that are experienced by most of the teachers.

3. Do you think the quality of education is less in online teaching as compared to offline (classroom) teaching?

Options	No. of teachers
Yes	38
No	14

Data Interpretation:

From the above data we can interpret that most of the teachers feel that the quality of online teaching needs to improve.

4. Are you in agreement with the way exams are conducted online (where students can give answers from home)?

Options	No. of teachers
Yes	11
No	41

Data Interpretation:

From the above data it is evident that the way the grading/assessment done currently by conducting online exams are not effective enough and has not been successful enough to win the confidence/trust of many teachers.

5. Which among the following do you think is the best way to test students online?

Options and other responses	No. of teachers
MCQs where students will answer online from home	9
Descriptive answers where student will answer online from home	5
There is no best way, offline exams are the only solution	14
Assignments from students: Students research on the assignment and submit their findings in their own words (without plagiarism)	23
Other: If there is online exam it can be conducted by normal way and we can ask them to upload written answer books with their SAP Number and signatures on the top of every page, with good quality phones generally they have cameras that can click good pictures	1

Data Interpretation:

From the above data it is evident that most of the teachers are in agreement with “Assignments from students: Students research on the assignment and submit their findings in their own words (without plagiarism)” as a medium to test the students.

6. Do you feel you have been trained enough to conduct online lectures effectively?

Options	No. of teachers
Yes	25
No	6
Need more training to use different online teaching tools effectively	21

Data Interpretation:

From the above data though half of the teachers say that they have been trained enough to conduct online lectures effectively there is a considerable amount of teachers who either feel they are not trained enough or feel the need for more training to use different teaching tools effectively.

7. Do you think you are better (efficient/able to convey better/calm and composed) while conducting lectures online than offline?

Options	No. of teachers
Yes	23
No	11
No difference	18

Data Interpretation:

From the above data we can say that most of the teachers either feel no difference in their teaching style or feel more efficient/able to convey better/calm and composed while conducting lectures online than offline.

8. Should online teaching continue even after the pandemic situation gets over?

Options	No. of teachers
Yes	16
No	36

Data Interpretation:

From the above data it seems that the teachers are more inclined to get back to the usual way of conducting lectures over online teaching.

9. Are you facing any mental or physical health issues due to work from home?

Options	No. of teachers
Mental health issues	3
Physical health issues	4
Mental and physical health issues	16

No health issues	29
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Data Interpretation:

From the above data we can see that most of the teachers did not encounter any health issues however there are a considerable number of teachers who are experiencing either mental or health issues due to WFH. This shows that changes in lifestyle and working style have to be made to maintain mental and physical health.

10. Overall, do you like online teaching over offline teaching?

Options	No. of teachers
Yes, want it forever	8
No, do not want it at all	8
Need a combination of online and offline teaching	36

Data Interpretation:

From the above data we can see that most of the teachers do consider the WFH as a positive thing which is affecting their lives in a positive manner in some way or the other. Hence, the preference for a combination of online and offline teaching modality.

CONCLUSION AND SUGGESTIONS

Conclusion:

For concluding my project I would like to refer to the 8th and 10 the questions of my survey which were “Should online teaching continue even after the pandemic situation gets over?” and “Overall, do you like online teaching over offline teaching?” respectively. From the responses for the 8th question though the teachers seemed to be against online teaching, however, the responses for the 10th questions does give a clear hint that most of the teachers though have struggled a bit to change their teaching modality from offline to online, they do seem to see some good signs/points that do tend them to opt for “Need a combination of online and offline teaching” over just offline or online teaching. From this we can say that though online teaching has been challenging and has helped teachers to evolve and adapt to this modality of teaching.

Online teaching is a new experience that has greatly impacted the lives of both teachers as well as students within this pandemic situation. The results of this study does give a good insight to educational institutes on whether or not to have WFH as an option similar to the corporate sector.

Suggestions:

- Proper training should be provided to teachers to conduct online lectures effectively
- Management should look into ways of integrating WFH as an option or make a combined model for making sure the online teaching skills are in use from time to time so as to be ready/skilled enough to conduct both online lectures at times like this.
- Management should make efforts in helping to maintain work-life balance among their employees.

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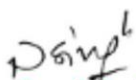
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