

# COVID-19 Lockdown on the Intersection of Work and Life of Urban School Teachers

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## ABSTRACT

The COVID-19 pandemic is the infectious disease that causes a serious threat to the world. The aim of the study is to analyze the challenges faced by the urban school teachers during the period of COVID-19 lockdown in professional and personal life. Although schools in India are temporarily closed, most of the schools are opting for online teaching. However many urban schools do not provide online facility, due to poor infrastructure of the organization. Meanwhile it affects the teaching process and the education of students. This study highlights the challenges faced by the urban school teachers in online teaching and the effect of lockdown on the intersection of work and life of urban school teachers. The result of the study indicates a negative relationship between the COVID-19 lockdown on the intersection of work and life of urban school teachers.

**Keywords** – COVID-19, intersection of work and life, lockdown, urban school teachers, online teaching.

## 1. INTRODUCTION

The COVID-19 pandemic in India creates a battlefield to live or to die. Although, the lockdown in India continues, the people who work in different fields are affected. The people who are in under poverty line are highly affected as they work for daily wage. As the lockdown continues, the firms are closed and the people are restricted to go out, they are not provided with wages, the people suffer for a scarcity of meal a day.

The first COVID-19 case is reported in Kerala on 30 January 2020. The COVID-19 affected case has a history of travel from the country Wuhan, China. The Kerala state government and the Indian government have taken many protective measures. The passengers arriving from China and other countries where undergone thermal screening in the airport. In the mid-march the government had setup more plans to handle the severity condition of pandemic in India. On 17 March 2020, the Indian government advises all the state government to take the preventive measure strategy of social distancing.

The second phase of COVID-19 in India is devastating to the nation. It started during march 2021, in the beginning the nation suffers with scarcity of oxygen cylinders, medicines, ventilators, hospital beds, vaccines etc., The death rate is high and the recovery rate is low. The nation has reported four lakh new

COVID-19 cases in a day. To stop the death of the people vaccination is started in India. Covishield, Covaxin and Sputnik V are the vaccines authorized by Indian Government. Lockdowns and Vaccinations have lowered the spread of COVID-19 virus among the people.

Since, there is a relaxation in the lockdown, some schools started to teach classes through online. Teachers face more challenges in the period of lockdown. The intersection of work and life of the teachers is highly challenged, as they struggle to balance between personal and professional life. Teachers feel stress in personal life due to the uncertainty of their economic condition as they face pay cut and partial pay in their salary. Some of the teachers are not ready to accept a new change in teaching. Few urban school teachers may not have experience in online teaching. This affects the teaching process. Due to this the teacher and students are equally affected.

## 2. LITERATURE SURVEY

### 2.1 Technology Based Learning

The internet and the technology have the quality of being able to reach to the users who have created a demand of learning through web based teaching. Distance learning environment have expanded rapidly that help the users to attend the class from different

place at an appropriate time (Chaney, 2001). From the view point of educational resource persons and the public, they have accept the fact that inter-relation between the students, parents and teachers is an essential component for the development and growth of students as we know the teachers and parents are the two independent agents who are having a strong relationship in child's education. (Jayasubramanian, Rajamani & Rajakrishnan, 2020).

A study was conducted by the researcher and concentrated on the component of motivation amidst primary and middle students. The researcher found that the students are less active in doing the task as technology is being used (Godzicki, Godzicki, Krofel, & Michaels, 2013). Most of the teachers accept that using cellphone disturbs the academic performance but the implementation regarding cellphones range from prohibit of electronic devices to make relaxed plans. Teachers think electronic gadgets are not necessary for the students to use in the classroom but students feel technology as an essential part which is highly needed for day to day life (Thomas, O'Bannon, & Boltan, 2013).

## 2.2 Teacher's Obstruction to Technology

Despite there are many benefits in using technology in teaching, there is reluctance marked by the teachers to take part in online learning (Anderson, 2008). It is found that the teachers around the world are reported to be less enthusiasm in learning through technology (Berker & Jokivirta, 2007). The teachers concerns that the technology may decrease the teacher – student interaction and it can result in social isolation for the student. The Students feel less isolated and more engaged in the class room, they experience a sense of belonging in their subject discipline and class. The social presence of teachers plays a major role. In online environment it is found that the students are less emotional (Guan, Tregonning, & Keenan, 2008). From various researches it is found that presence of teachers is important for the students.

## 2.3 Work Life Balance

The demand and oppression of work life has increased the conflict amid work life and personal life. A Change in employees demographics have been the main force for the increased priority on work family conflict (Fleetwood, 2007). There are more researches conducted on a research on work life balance of teachers and the result is found that the teachers experience a high stress in their profession (Rosser,

2004). It is found that more teachers resign their job due to work load and the teachers are not satisfied with their profession. The dissatisfaction arises among the teachers due to long work hours. Due to long work hours, the teachers are not able to spend adequate time with their family. (Winslow & Jacobs, 2004).

In a recent study it is found that the working women faces more challenges in maintaining stability between both professional and personal life. Men are satisfied when they attain more job responsibility in their profession. Men won't stress themselves even though they spent more time in the work place than the family but women experience stress when they balance both personal and professional life. The Satisfaction level of women is less when compared with the satisfaction level of men (Burke, 2002).

## 2.4 E-learning

E-learning is a teaching tool that assists more personalized, energetic and co-operative in learning. Knowledge was previously conveyed from an authority but present it is built within an unlocked, replace and dialogic context that allow the expansion of the collective intelligence (Levy, 2000). The advantage of E-learning is that it can be accessed at any time and from any place. E-learning is cost effective and the course or subject which is feed in the past can be modified in the future and it can be used for the future purpose. In E-learning the student can select the subject or course based on the need of the knowledge on the subject that has to be gained and the subject which is not needed for the student can be skipped. When E-learning is measured in terms of cost then it results, E-learning are inexpensive and user friendly (Goyal, 2012).

## 3. STATEMENT OF THE PROBLEM

In the COVID-19 lockdown phase every house has become a school. Parents who are working from home faces much difficulty, much time of their work life is occupied by their personal life A study conducted by the Central Square Foundation in India, the report implies that 50% of private schools in India has not paid salary from March 2020 and 20% of private schools continue to pay the salary to teachers. The Government schools and the private schools with fewer infrastructures are not able to provide online teaching to their students. Many urban schools with poor infrastructure are not able to afford for online education to the students. Many times the students and teachers face poor network strength. Many teachers are not

excelled in handling and using technologies. In urban areas, the school has asked the teachers to take class from school through online, who don't have network facilities in their home. The teachers are scared to travel outside due to the increase spread of COVID-19 pandemic in India. Teaching through online is new to school teachers, who are attached with traditional method of teaching. As these circumstances are new to the teachers, they are perplexed in handling the situation. The teachers find hard to balance the professional and personal life. Due to this situation, the teachers experience high stress in their daily life. The urban teachers have experienced a moderate level of co-operation from the parents and students. This research concentrates more on the above mentioned problem.

**4. OBJECTIVES**

1. To associate the factors those influence the intersection of work and life of urban school teachers in the period of COVI-19 lockdown with respect to gender.

2. To study the relationship between COVID-19 lockdown and the intersection of work and life of urban school teachers.

**5. HYPOTHESIS**

1. There is no significant difference among the factors that influence the intersection of work and life of urban school teachers in the period of COVI-19 lockdown with respect to gender.

2. There is no relationship between COVID-19 lockdown and the intersection of work and life of urban school teachers.

**6. RESEARCH METHEDOLOGY**

Descriptive research design is used in this study. A questionnaire is developed based on the personal interview with the teachers from urban schools. The sample size of the research is 130 and the samples are selected through purposive sampling method. The study was carried out in southern region of Tamil Nadu. The response is collected and used as primary data. The secondary data is collected from journals, books, magazines, reports, websites and newspapers. The analysis of the study is carried out through IBM SPSS statistics 20. The tools used for the analysis are Pearson Correlation and one sample t test.

**7. ANALYSIS AND INTERPRETATION**

Table 1: Demographic Profile of urban school teachers

Sl. No.	Personal Data	Particulars	Frequency	Percentage
1	Age	Below 25 years	25	19.3
		26 - 30 years	53	40.7
		31 - 35 years	36	27.7
		Above 36 years	16	12.3
		Total	130	100
2	Gender	Male	54	41.5
		Female	76	58.5
		Total	130	100
3	Teaching venue	School	57	43.9
		Home	73	56.1
		Total	130	100
4	Network Facility	Good	63	48.4
		Average	52	40
		Poor	15	11.5
		Total	130	100

The table 1 outlines the demographic profile of the urban school teachers from the southern region of Tamil Nadu. From the table, it is observed that 19.3% of teachers are below 25years, 40.7% of teachers are between 26-30years of age, 27.7% of teachers are below 31-35years of age and 12.3% of teachers are above 36 years of age. It is observed that 41.5% of teachers are male and 58.5% of teachers are female. Similarly, 43.9% of teachers are teaching from school and 56.1% of teachers are teaching from home. Likely, the network facility experienced by the teachers are observed as 48.4% of teachers experiences good network facility, 40% of teachers experiences average

network facility and 11.5% of teachers experience poor network facility.

Testing of Hypothesis 1:

There is no significant difference among the factors that influence the intersection of work and life of urban school teachers in the period of COVID-19 lockdown with respect to gender.

Table 2: t Test for the intersection of work and life of urban school teachers with respect to gender

Sl. No	Intersection of work and life	Gender	Standard Deviation	t	F-value	P-value
Job Security	M	4.63	0.487	1.720	6.788	0.101
	F	4.45	0.661	1.809		
Teaching application	M	4.63	0.487	2.390	7.547	0.002*
	F	4.37	0.690	2.530		
Student Co-operation	M	4.43	0.499	0.354	0.462	0.498
	F	4.39	0.492	0.353		
Income	M	4.61	0.492	1.842	7.936	0.000*
	F	4.41	0.496	1.950		
Job Stress	M	4.65	0.482	1.900	7.821	0.001*
	F	4.45	0.661	2.002		

\*Correlation is significant at 0.05 level (2-tailed)

From the above table 2, it is understood that, P value is less than 0.05 for the intersection of work and life factors teaching application, income and job stress. P value is greater than 0.05 for the intersection of work and life factors job security and student co-operation. From the above analysis, a significant difference is

found between these factors teaching application, income and job stress. Therefore, null hypothesis is rejected. A non-significant difference is found between the factors job security and student co-operation as the P-value is greater than significant level for the factors job security and student co-operation. Therefore, alternate hypothesis is accepted for the intersection of work and life factors job security and student co-operation.

Testing of Hypothesis 2

There is no relationship between COVID-19 lockdown and the intersection of work and life of urban school teachers.

Table 3: Correlation between intersection of work and life of urban school teachers during COVID-19 lockdown

Intersection of work and life	Job Security	Teaching application	Student Co-operation	Income	Job stress
Job Security	1	-.63*	.44**	-.57*	-.30*
Teaching application		1	-.38**	.45**	-.42*
Student co-operation			1	.31**	.18*
Income				1	-.30*
Job stress					1

\*\*Correlation is significant at the 0.01 level (2 tailed)

The tables 3 display the correlation analysis for intersection of work and life of urban school teachers during COVID-19 lockdown in southern region of Tamil Nadu. The analysis result indicates a significant relation was found between the factors of intersection of work and life of urban school teachers in the time period of COVID-19 lockdown. The analysis result indicates a significant relation was found between the

factors of intersection of work and life of urban school teachers in the time period of COVID-19 lockdown. The correlation between job security and teaching application is observed as negative with 63 percent and they are significant, student co-operation factor is observed as positive with 44 percent and they are significant, income factor is observed as negative with 57 percent and they are significant, Job stress factor is observed as negative with 30 percent and they are significant. Similarly, a negative and direct correlation is observed between student co-operations and teaching application with 38 percent, Income factor is observed as positive with 42 percent and they are significant. Job stress factor is observed as negative with 42 percent and they are significant. Likewise, a positive and direct correlation is observed between student co-operation and income with 31 percent and they are significant, Job stress factor with 18 percent and they are significant. Similarly, a negative and significant relation is observed between income and job stress

## 8. FINDINGS

1. The COVID-19 lockdown negatively influence the intersection of work and life of urban school teachers from Tamil Nadu. As the time period of COVID-19 lockdown increases the intersection of work and life of urban school teachers decreases. When the COVID-19 lockdown is removed then the intersection of work and life of urban school teachers are retained.

2. The intersection of work and life factors such as teaching application, income and job stress has a significant difference among the male and female urban school teachers and the intersection of work and life factors such as job security and student co-operation do not have a significant difference among the male and female urban school teachers.

## 9. SUGGESTIONS

Based on the findings, the following suggestions are recommended, during the period of COVID-19 lockdown phase, the people are scared to travel outside for work. The school can provide work from home option for urban school teachers. The school can provide laptops and network facility for teachers to work from home. The school can customize an app for teaching purpose with the configuration of tracking attendance, scheduling time for each class, lesson plans, student teacher interaction, online tests and Assignment submission. Personalized app can be used for long run purpose. It is advisable to schedule weekly once parents

teacher meeting through online. This meeting helps to understand the mindset of students and it develops a teacher, students and parent's co-operation and communication effectively. The schools are advised to conduct a teachers meeting through online to discuss the issues faced by the teachers in online class session. As the teachers are experiencing high level of stress, the schools are advised to reduce the hours of work for teachers. The Teachers should plan their time in an organized way, so that they can balance both professional and personal life. The teacher must motivate the students at regular interval of time, since they are new to e-learning. Teachers should be more creative and should make the learning more interesting. Teachers should come up with innovative ideas to attract the students and to keep them engage in online class. The online class should be interactive, so that the students will be focused and they won't be distracted from the online class. The teachers must develop soft skills in students; soft skills help to grow a strong personality which will help the students in present and in future. The school must develop confidence to the teachers about their job and their importance to the school, so that the teachers never face a fear of losing job. In this lockdown phase the expense spent for the family is high, if the school pays partial or full salary; it will be highly helpful for the teachers to meet their expense. If the salary is not paid, there may be a chance for the teachers to lose their commitment in their profession. The productivity and the efficiency of the teachers may decrease.

## 10. CONCLUSION

The essence of the study is to analyze the influence of COVID-19 lockdown on the intersection of work and life of urban school teachers. The findings of the study convey that, the COVID-19 lockdown creates a negative impact in the intersection of work and life of urban school teachers. The suggestion recommended for this study will certainly help the urban school teachers to maintain their intersection of work and life. During the lockdown period, may the teachers bring innovation in online based education among the students. The suggestions will enhance the efficiency of the teaching. Although, the sample size is small and the study is limited to southern region of Tamil Nadu, It is recommended that the future research can be extended nationally and further it can be concentrated on the job satisfaction and commitment of the urban school teachers. May the online based education and e-learning develop the learning process of the students and upgrade the standard of education among the students.

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