"ADAPTING TO DIGITAL TRANSITION PHASE IN EDUCATION A PSYCHOLOGICAL TURMOIL" - THE ROLE OF EMOTIONAL INTELLIGENCE IN MAINTAINING WORK-LIFE BALANCE OF TEACHERS DURING COVID-19

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Abstract

The wave of unexpected life changing scenario for the entire world hit in the last few years which has tremendous impacts on lifestyle of people livelihood irrespective of wherever and however we lived earlier. It did hit various industries of world and brought in various changes of working style in organization the work from home concept was introduced to adapt to the pandemic situation and this has impact on education industry especially in Chennai where the usual traditional teaching method was shifted to online digital education which has let in confusion in initial period has to how to go about it and has they slowly got hang on it there was drastic changes that were impacting the user work life balance among teachers work life balance as their usual workload, working hours, portion completion, conduction examination has led to increase in stress and started to affect their mental health and thereby making it harder to maintain the work life balance during covid-19. It's a general statement that work life balance is a never-ending situation for everyone irrespective of industries you work in and on top of these how covid has added additional pressure on teachers to focus on their life and work which was considered more important in the scenario of covid. This study tries to explore on the impact of work on the life maintenance and how emotional intelligence helps the teachers to cultivate practices that helps them to increase their level of work life balance. It's a descriptive study with sample of 200 teachers from different schools. And it was seen in the study women teachers are experiencing problems like long working hours, never ending workload issues, less time to spend with family, personal health issues caused due to stress like frustration, hampering of family relationship problems, elderly care and parental care management issues etc has been on high risk influencing them to maintain work-life balance.

Keywords: work-life balance, emotional intelligence, psychological turmoil, digital transition in teaching, traditional teaching, covid-19, technology adaptability.

Introduction

The transitions are always a period where everyone needs a time to adapt themselves and require the ability to analyse the changes and how it impacts oneself on daily basis and working on the ways to reduce the negative impacts are one of the keys factors for a person to maintain his work and family life better in given situations. The introduction of teaching from home concept had little harder take on teachers as to how to go about this technology changes which might be new for them to handle something new when they have trained in chalk and boardroom way of teaching and it was also new to students and they had initial troubles and students of primary standards need their parents support during their initial period

of learning. The interaction between teacher-student has been difficult through online mode of teaching as teachers had worried about the way student's understandability in this new method of teaching and the lack of concentration on students during class has created insecurity among teachers on quality of education that has been imparted. The way of giving assignment and test work has changed and checking of the assignment and revision paper have become more difficult in this digital method. And teachers have to be twenty for/ seven available to students\solving their doubts and queries in WhatsApp and email and google classroom and they lose the job of working for fixed period of time. Working of long hours has become hard to focus on family work demands and marital status of teachers also have their one difficulty in maintain work life balance. The gender also plays role in the level of difficulties to maintain work-life ratio. The number of dependents and number of children also creates their level of difficulties in maintain the work life balance during online teaching in covid situation.

So how emotional intelligence can aid in bringing the work life balance satisfaction during tough situations like COVID-19. The role of emotional intelligence is important for an individual but on sad note the level of education pattern that impart the level of IQ level in students does not allow them to learn about emotional intelligence which will help a student when he grows up as an individual to maintain a better mental health in any pressurised situation. Hence any individual who is having higher level of EQ will definitely face better success in running his family and work life achievements. In recent years we are focusing a lot on mental health of employees as it has effect on organizational growth. Hence, it's important to cultivate and bring up emotional intelligence practices among teachers to help them perform better and cope up in tough situation. The three different models of emotional intelligence help an individual to overcome any hurdles in life if practiced.

Keeping personal and family related issues interference with each other is not an easy task to do but with skillset of emotional intelligence such as self-awareness, self-regulation of emotions and having self-motivation skill to

achieve to do list and also enjoy time with family is something which all want to achieve and this happens when you get work-life balance.

NEED FOR THE STUDY:

As the world changed after the hit of covid 19 wave. It gave an immense scope for research field to find out the changes occurred in different field of industries and the impact that created on business and employees has huge impact on the usual way of functioning and difficulties in faced and as there are lot of research done for other sectors and there was only limited study based on impact of work life balance among teachers during covid 19 and how emotional intelligence can help them to cope up with the changes and adaptation in workstyle and lifestyle, as witnessed lot of scope in this domain the research work was decided to carry on with higher secondary school teachers who take classes for class eight above.

SCOPE OF THE STUDY

As we can find immense scope to study on issues the teacher face during covid situation and how it has brought about difficulties in maintaining their work life balance. The study aimed to analyse what difficulties the different gender role face and how their elderly care and child care has become even more difficult to maintain during the pandemic situation. This study will help for future researcher to face similar situation.

OBJECTIVES OF THE STUDY

• To study the effect of emotional intelligence on the relationship between the work related and personal life related factors and work-life balance.

• To examine the impact of work-life balance on the outcome variables work satisfaction and life satisfaction.
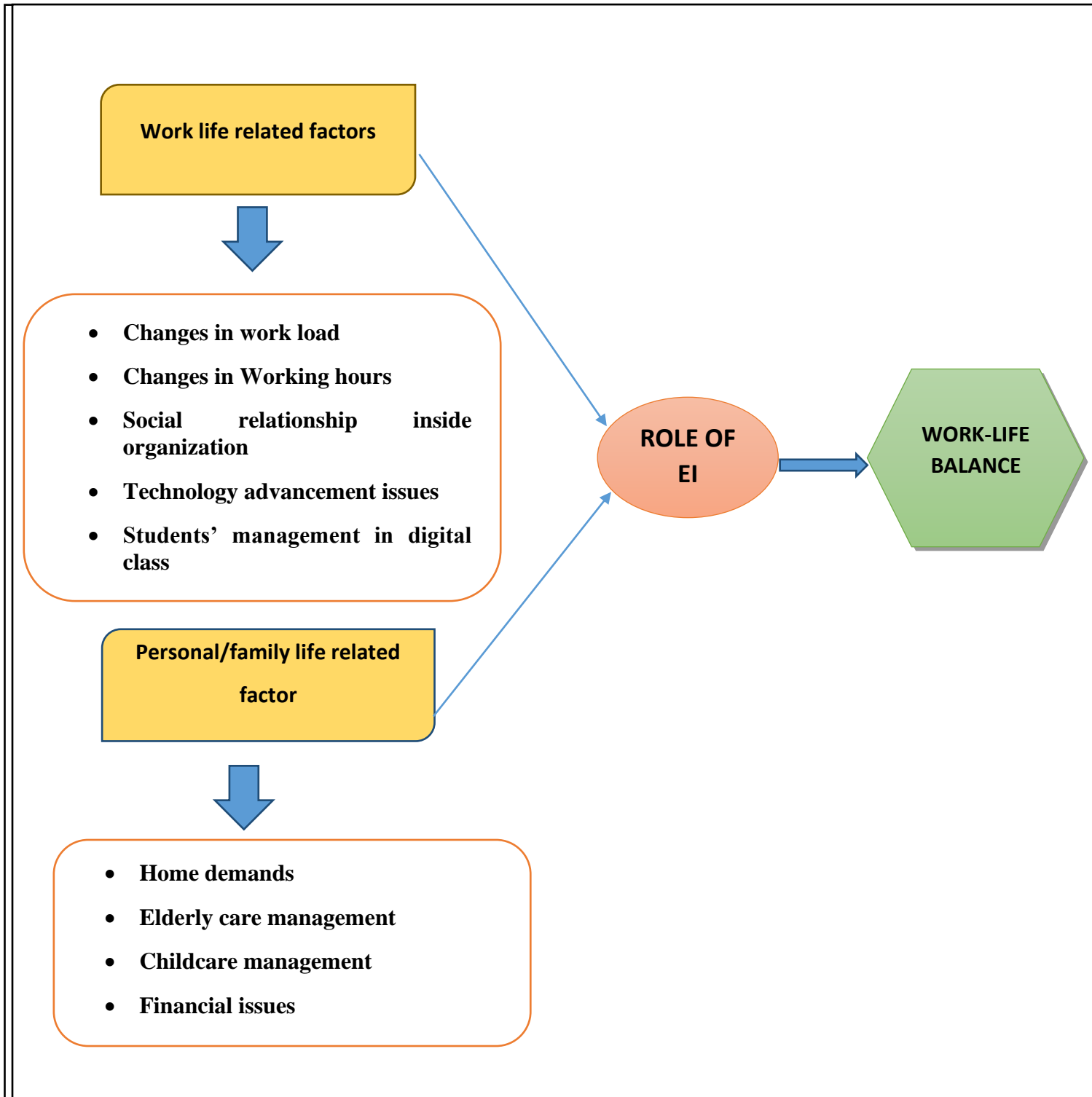
REVIEW OF LITERATURE:

Pablo A. Lizana and Gustavo Vega-Fernadez this study explores how the change in routine of working condition in pandemic how it has impact on work life balance as well as physical and mental health well-being. It associated relationship between work hours, work family conflicts and quality of life. QOL was evaluated using questionnaire SF-36,336 respondent data was collected and they found that teachers had low QOL score compared to age of respondents and teachers above age of 44 showed physical health component risk and found that younger group age of teacher below 35 had mental health risk components higher. And 80% of teachers agreed that working hours have been increased during covid situation
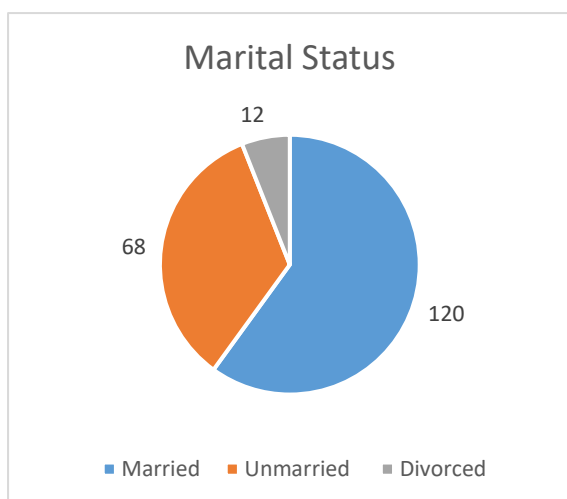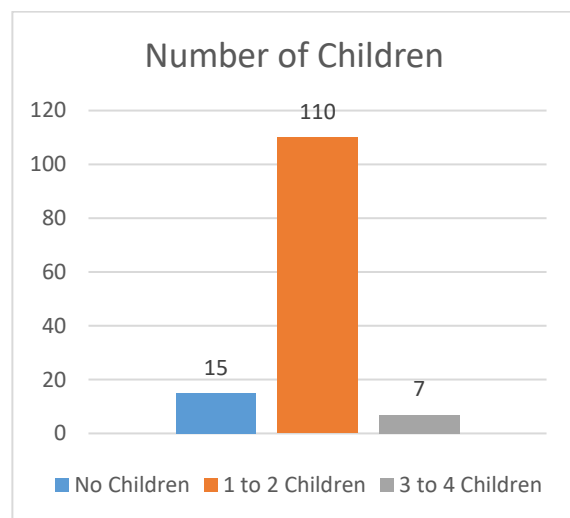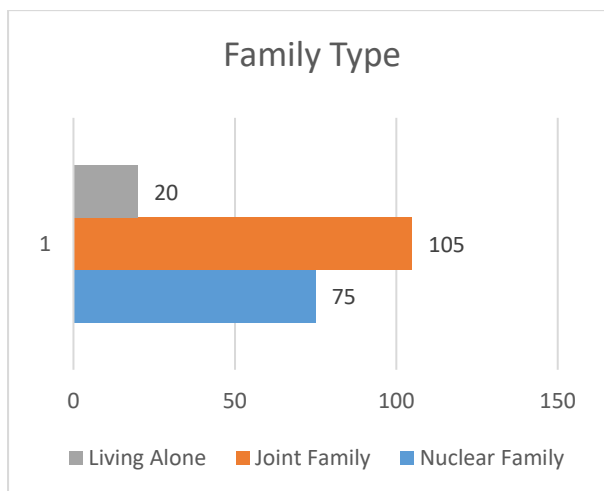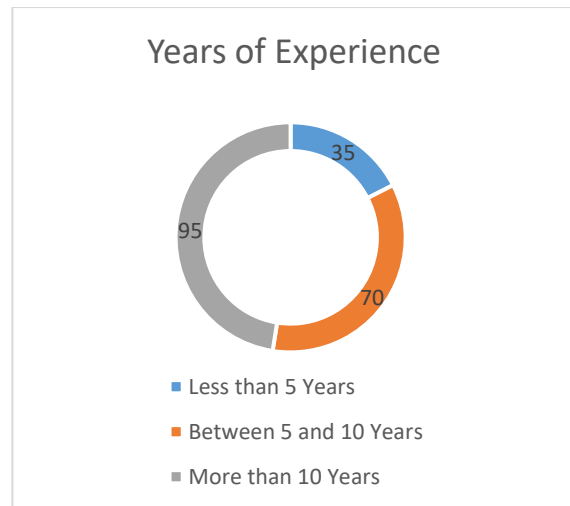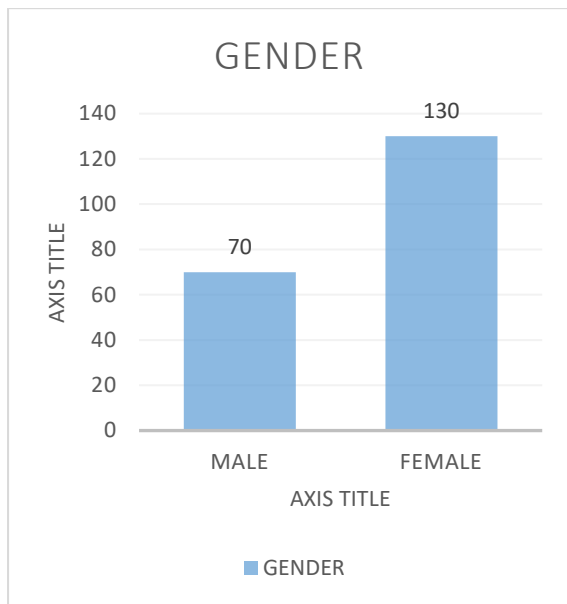
Dr. Shazia Manzoor & Shamikhah Hamid in this study authors tried to explore on how the patriarchal society of India especially Kashmir where the study was conducted it had explored on how work life balance of working women was a constant challenge. They associated with gender roles how elderly and child care and house maintenance. To get in depth analysis of work life balance in covid situation, interview method was used to conduct the study. Women's having one kid above the age of 15 was taken for analysis. Also, the study used inductive thematic generation of result it consider factors and found out relationship between them with demographic variables like marital status age and number of children. and they have found significant relationship exist between factors showing the impact between.

Rishabh Gandhi this study showcased the impact of digitalization education in India. They have explored previous case study and they have used PESTELE analysis and cost benefit analysis were done. According to this study result teachers faced many difficulties like frustration, depression, difficulties in manging social relations and they also identified a positive impact that of how teachers have gained technology advancement.

CONCEPTUAL FRAMEWORK

DATA ANALYSIS AND NTERPRETATION

GENDER

MALE	70
FEMALE	130

Y-axis: AXIS TITLE (0, 20, 40, 60, 80, 100, 120, 140)
X-axis: AXIS TITLE

Legend: GENDER

Family Type

Living Alone: 20
Joint Family: 105
Nuclear Family: 75

(1)

X-axis: 0, 50, 100, 150

Legend: Living Alone, Joint Family, Nuclear Family

Marital Status

Married: 120
Unmarried: 68
Divorced: 12

Legend: Married, Unmarried, Divorced

Years of Experience

Less than 5 Years: 35
Between 5 and 10 Years: 70
More than 10 Years: 95

Legend: Less than 5 Years, Between 5 and 10 Years, More than 10 Years

Number of Children

No Children: 15
1 to 2 Children: 110
3 to 4 Children: 7

Y-axis: 0, 20, 40, 60, 80, 100, 120

Legend: No Children, 1 to 2 Children, 3 to 4 Children

DEMOGRAPHIC DATA INTERPRETATION:

As we can infer that the gender difference in this sample is women teachers are higher when compared to male and major of the respondents are married and 68 are unmarried and 12 are divorced. Looking at the data we can interpret that majority of respondent fall under joint family structure of living followed by 75 respondents live in structure type of nuclear and very less number of respondents are living alone either due to family separation issues or due to divorce and other few reasons are due to live in faraway towns and working in cities leaving behind families. Majority of the respondents have 10 years and above experience in the field of teaching and following those 70 respondents have year of experience between 5 to 10 years and followed by 35 respondents having less than 5 years of experience in teaching. Around 110 respondents have fallen under the category of having 1 to 2 number of children and followed

7 respondents have 3 to 4 number of children and 15 respondents don't have children.

STATISTICAL DATA ANALYSIS AND INTERPRETATION

HYPOTHESIS

H0: There is no significant relationship in work-life balance of Teachers among classes of marital status.

H1: There is significant relationship in work-life balance of Teachers among classes of marital status.

DESCRIPTIVE STATISTIC ANALYSIS: ON MARITAL STATUS AND WLB

Group Statistic					
	Marital status	N	Mean	Std. Deviation	Std. Error Mean
WLB	Married	120	3.86	.345	.032
	Unmarried	68	4.61	1.353	.137
	Divorced	12	3.67	.492	.142
	TOTAL	200	3.84	.506	.036

INFERENCE:

The table describes that the mean value stated from work life balance is for married is 3.86 and among unmarried is 4.61which is higher than mean of unmarried teacher, hence to compare mean difference between WLB and marital class independent T test is followed below.

INDEPENDENT T-TEST SAMPLE COMPARING WORK LIFE BALANCE BASED ON MARITAL STATUS:

		T test - Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
WLB	Equal variances assumed	-1.967	651	.040	-.366	.186	-.732	.000
	Equal variances not assumed	-2.301	183.034	.022	-.366	.159	-.680	-.052

INTERPRETATION:

The above table indicates 2 tailed t-test of mean difference of marital status and work life balance among teachers. The data shows that these have significant relationship as t (651) = 1.97, p<0.05. hence the null hypothesis H0: There is no significant relationship in work-life balance of Teachers among classes of marital status is Rejected and alternative hypothesis H1: There is significant relationship in work-life balance of Teachers among classes of marital status is Accepted.

HYPOTHESIS 2:

(H0): There is no significance relationship between monthly income and difficulties in managing work life balance due to elderly care management duties.

(H1): There is significance relationship between monthly income and difficulties in managing work life balance due to elderly care management duties.

Financial Difficulties due to elderly care management	N	Mean	Std. Deviation	Std. Error
Strongly agree	24	4.00	.000	.000
Agree	117	3.86	.345	.032
Disagree	31	4.00	.000	.000
Disagree	12	3.67	.492	.142
strongly disagree	16	3.25	1.342	.335
Total	200	3.84	.506	.036

ONE WAY ANOVA						
Monthly income	Sum of Squares	Degrees of freedom	Mean Square	F	p-value	Sig.
Between Groups	7.401	4	1.850	8.299	**.003**	.000
Within Groups	43.479	195	.223			
Total	50.880	199				

Interpretation: As the p-value is lesser than (p < 0.05) the level of significance, therefore (H0) is rejected and (H1) is accepted at 5% level of significance.

RELATIONSHIP DIMENSIONS BETWEEN WORK LIFE BALANCE AND EMOTIONAL INTELLIGENCE

Dimensions of WLB with EI	N	R	p
Changes in work load	200	0.840	**0.01**
Changes in Working hours	200	0.848	**0.01**
Social relationship inside organization	200	0.826	**0.01**
Technology advancement issues	200	0.722	**0.01**
Students' management in digital classroom	200	0.698	**0.01**
Home demands	200	0.867	**0.01**
Elderly care management	200	0.855	**0.01**
Child Care management	200	0.862	**0.01**
Financial issues	**200**	**0.906**	**0.01**

INFERENCE: This shows the relationship between the dimension of work life balance and emotional intelligence of the teachers. Statistic values allow us to interpret that there is CORRELATION BETWEEN DIMENSIONS OF EI WITH WLB

relationship significant relationship between the sub-factors of Work-Life Balance and subfactor of Emotional Intelligence.

Sub factors of EI	Work-Life Balance		
	N	r	P
Emotional Self-awareness	200	0.785	0.01
Self-Management	200	0.823	0.01
Social Awareness	200	0.876	0.01
Relationship Management	200	0.827	0.01
Motivation	200	0.928	0.01

INFERENCE: The statistical values tell us that all these sub factors of emotional intelligence and have significant correlation with work life balance.

SEM MODEL:

Your model contains the following variables (Group number 1)

Observed, endogenous variables

Home demand

Financial issues

Relationship management

Observed, exogenous variables

Self-management

Self-awareness

Unobserved, exogenous variables

e1

e2

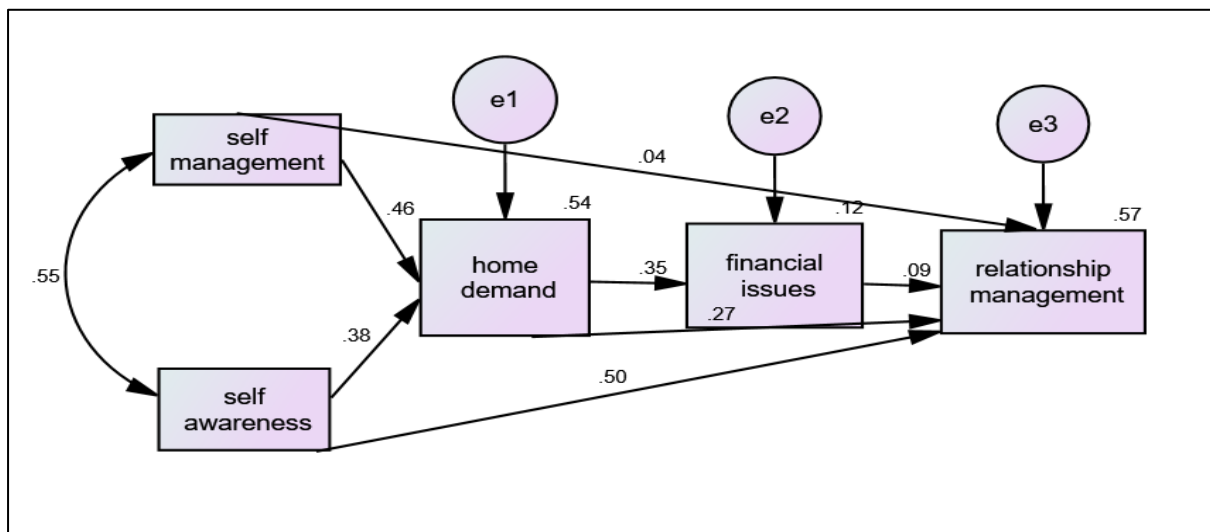e3

Variable counts (Group number 1)

Number of variables in your model:	8
Number of observed variables:	5
Number of unobserved variables:	3
Number of exogenous variables:	5
Number of endogenous variables:	3

VARIABLE			Unstandardised co-efficient (B)	S.E.	Standardised co-efficient (Beta)	T VALUE	P-VALUE
home	<---	awareness	0.242	0.042	0.379	5.692	***
home	<---	management	0.24	0.035	0.455	6.846	***
financial	<---	Home	0.137	0.03	0.351	4.571	***
relationship	<---	Financial	0.283	0.177	0.092	1.605	0.108
relationship	<---	awareness	0.38	0.054	0.496	7.003	***
relationship	<---	management	0.025	0.046	0.039	0.529	0.597
relationship	<---	home	0.323	0.098	0.27	3.303	***

INFERENCE:

From the above table, Unstandardised coefficient of home demand on self-management is 0.24 represents the partial effect of home demand on self-management, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that self-management would increase by 0.24 for every unit increase in home demand and this coefficient value is significant at 1% level.

HYPOTHESIS:

Null hypothesis: The hypothesized model has a good fit.

Alternate hypothesis: The hypothesized model does not have a good fit.

Model fit summary of Structural Equation Model

Indices	Value	Suggested value
Chi-square value	7.687	-
DF	2	-
P value	.336	> 0.05 (Hair et al., 1998)
Chi-square value/DF	1.092	< 5.00 (Hair et al., 1998)
GFI	.994	> 0.90 (Hu and Bentler, 1999)
AGFI	.957	> 0.90 (Hair et al. 2006)
NFI	0.938	> 0.90 (Hu and Bentler, 1999)

CFI	.999	> 0.90 (Daire et al., 2008)
RMR	.126	< 0.08 (Hair et al. 2006)
RMSEA	.025	< 0.08 (Hair et al. 2006)

Model fit summary of Structural Equation Model

From the above table it is found that the calculated P value is .336 which is greater than 0.05 which indicates perfectly fit. Here Goodness of Fit Index (GFI) value (.994) and Adjusted Goodness of Fit Index (AGFI) value (.957) is greater than 0.9 which represent it is a good fit. The calculated Normed Fit Index (NFI) value (0.938) and Comparative Fit Index (CFI) value (.999) indicates that it is a perfectly fit and also it is found that Root Mean square Residuals (RMR) and Root Mean Square Error of Approximation (RMSEA) value is .025 which is less than 0.08 which indicated it is perfectly fit.

OTHER FINDINGS:

• Female teachers experience more difficulties in maintain work life balance than male teachers

• Teachers above age of 30- 50 find more difficulties in maintain work life balance than age group below 30 years has they have lesser commitment to maintain WLB.

• It is identified that as the age of work experience increases the WLB also increases and as the year of experience is low the WLB is also low as they are figuring out ways to achieve the work life balance

• The level of emotional intelligence is found to be higher in females than male teachers

• Teachers whose income is less find difficulties to maintain WLB as they have pressure of children education and elderly care management issues.

• There is significant relationship in work-life balance of Teachers among classes of marital status is Accepted.

• There is significance relationship between monthly income and difficulties in managing work life balance due to elderly care management duties.

• The higher the scores of EI higher are the score of WLB among teachers.

CONCLUSION AND RECOMMENDATION

The aspect of work life balance has taken a shift from the usual difficulties in maintaining them in normal situation and scenario has become worse when it turned into digitalization of teaching method. This is a topic that has been considered always among teachers but always found difficult to come to a conclusion and finding answers to solve their work life balance problems. In this study the paper is given special attention on how digital classroom has been difficult to manage and how this covid has made the work life balance even worse to maintain during pandemic. Though emotional intelligence is often underestimated by all irrespective of what type of organization we work in. The impact of emotional intelligence was found very strong in maintaining ones own personal life and family life and also to balance them with work life and it acted as a strong significant factor to face and adapt to the changing situations that are being faced by the teachers now.

This statement as been significant as this study show strong correlation between the sub factors of emotional intelligence and work life balance factors. It is recommended that the teachers should be given equal importance to maintain their lifestyle by practicing Emotional intelligence like being self-aware of what are they capable and what are the things they can do for a day, prior planning and figuring out the task for day and organizing schedules helps them to have clarity and work according to the plan they have created and also when they have awareness of self-emotion and self-management it helps them to make them to face

the day better in spite of what emotion we feel for the day. When we are aware about what our emotions are we can find ways to come out of it.

And the difficulties caused due to digital technological changes of taking classes teachers feel that their working without fixed time there is more of work load compared to usual situation and also because of this digital teaching they find that they are getting lot of calls and message during unofficial timings and even parents have lot of queries and anxieties when it comes to examination procedures and managing students have become out of control sometimes. And due to this they have found difficulties to maintain or spend time with their family members. And taking care of elders during covid required more efforts and time allocation when compared to traditional teaching methods. And parental status also created impact on maintain work life balance as even their children are facing digital teaching method and helping their children in education also became tiring along with this the home demands created a very tough situation for them to balance. Hence some flexibility in working hours and lessen work load during pandemic would help the teacher to handle life balance and applying leave due to medical issues related to their family can be considered during pandemic. And clear demarcation on working time will be useful. Techers can focus on only core lessons.

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