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# WORK-LIFE BALANCE (WLB) OF TEACHERS IN PANDEMIC

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## ABSTRACT

Work-life balance has been a global issue for decades. During this pandemic covid-19 lock-down which compelled everyone to work from home (WFH) it became a challenge for all professionals to make a balance between work and life. In this paper researcher focused on WLB of teacher fraternity in lock-down in order to find out the impact of lock-down on teacher's personal life as well as professional life. The researcher also tends to study the advantages and disadvantages of WFH and changing habits of people in lock-down. The researcher has used the Cronbach Alfa method for reliability testing while frequency, percentage, mean, and standard deviation methods for descriptive analysis. Hypotheses are tested by using one sample t-test. It is found that most of the teachers experience a positive impact on their mental well-being, physical well-being & personal life also in WFH during lock-down. But in the case of professional life and changing habits, it is negatively impacting most samples. Lock-down reduced various expenses significantly in case of individual budgets.

**Keywords:** Work-Life Balance (WLB), Lock-down, COVID 19

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## 1. INTRODUCTION

The Covid-19 pandemic has caused large disruption to all population across the globe with different dimensions. To ensure social distancing during the first wave of COVID-19, an unprecedented number of employees across India including teachers started WFH. At the same time, schools and childcare institutions remained physically closed and all children were left to their parent's responsibility. The pandemic situation put the teaching fraternity in a situation they had never experienced before. A teaching fraternity is one who is working from home with many more challenges like shifting from offline to online education, assessment, co-curricular, extracurricular, and other administrative work. Due to the rapidness of this shift, teachers and students were equally unprepared for the change, which raised questions regarding the technical, physical as well as organizational and psychological readiness of the actors involved. During the lockdown, the relationship between WFH and WLB became even more multifaceted as there were drastic changes to work lives and other responsibilities at home for the parents. So, the researcher found the need to work on the WLB issue of teachers in lockdown imposed due to COVID 19.

## 1.1. OBJECTIVES

- To study the impact of lock-down on teacher's personal life.
- To study the impact of lock-down on teacher's professional life.
- To study the advantages and disadvantages of work from home (WFH).
- To find out changing habits of people in lock-down.

**Hypotheses**

H01- There is no impact of lock-down on individual personal life.

H02- There is no impact of lock-down on individual professional life.

## 2. RESEARCH METHODOLOGY

The nature of the present research is descriptive. The researcher has collected data using a structured schedule from 456 sample teachers using the convenience sampling technique. In the structured schedule, the researcher used the Nominal and Interval scale for measuring the response and tested reliability using Cronbach Alfa. Descriptive analysis is done by using frequency, percentage, mean and standard deviation. The researcher has used one sample t-test for hypothesis testing.

## 3. REVIEW OF LITERATURE

Work from Home (WFH) practice is a form of flexible working arrangement. During the rapid outbreak of the COVID-19 crisis, organizations were promoting social distancing between a large number of employees in order to avoid the spreading of the virus. (Verbruggen, 2019).[1]

Organizations also offered WFH with the intention to uphold WLB and decrease work-family conflicts[2] and thus ultimately improve the well-being of employees (T. van der Lippe, 2018). WFH gives improved control over timing and place of work which offers autonomy and helps for more efficient moulding of daily schedules. It can also save commuting time, leaving more time for looking after the family but also for other activities (Lippe, 2018) (Fagan, 2012) (T. van der Lippe, 2018).

But at the same time, it also raises the urge for multitasking which creates issues like spillovers of time, thoughts, and also emotions. The researcher collected the relevant review of literature on the basis impact of WFH during the lockdown on the mental and physical wellbeing of teachers as well as on their WLB, as stated below:

**1) Mental and Physical wellbeing:**

After the outbreak of Covid-19, researchers and international organizations started to be aware and warn about the immediate physical and psychological effects of the pandemic (World Health Organization, 2020) (Holmes, 2020). Lockdown causes social isolation which impacted all aspects of health equally (James House, 1988). Similarly, (Julianne Holt-Lunstad, 2015) states that the consequences of isolation are not limited to a reduction in physical health (Leigh-Hunt, 2017), but also include anxiety and depressive symptoms affecting mental health (Cacioppo, 2011).

Severe mental health implications with loneliness, worry, and sadness are increasing in different countries during lockdowns (Abel Brodeur, 2020) (Duleeka Knipe, 2020) (Annie Tubadji, 2020). Quarantine is negatively related to a variety of psychological factors, including (post-traumatic) stress symptoms and anxiety (Brooks, 2020). The decline in mental health is due to higher levels of loneliness, anxiety, isolation, and access to support (Cowan, 2020) and is not driven by any financial worries or fear of the disease (Klotzbuecher, 2020). As compared to older individuals, both men and women, aged between 16 and 30, have been much more negatively affected due to this. Lockdown is impacting mental well-being less through its effect on the labour market or wider economy, and more through the direct loss of social interaction (Spantig, 2020).

**2) Personal life:**

The dramatic shifts have been experienced during the COVID-19 crisis in the case of allocation of time by families with children. Families were engaged in the juggling act of combining their housework, paid work and full-time childcare as schools and childcare facilities remain closed during this time. Grandparental and other external help were also limited due to social distancing measures, leaving children aged 0 to 14 years primarily for the care of their parents 24*7 in India. Distance teaching and learning became a norm and parental support for children's learning home learning was necessary, while toddlers and preschool children required full-time care and parental presence. With family members at home, and external help becoming unavailable, the amount of household duties, such as the need for preparing meals and cleaning the house also increased (Blaskó, 2020).

Parents are challenged with more demands from their families on their time as they are largely responsible for childcare and education as well. In the case of childcare for younger ones, it cannot be an activity that can be strictly scheduled in particular or focused blocks of time. (Blaskó, 2020) Also said that parents of young children had particular difficulties combining work and family duties. They struggled with high levels of time-based adjustment problems in both directions during the lockdown measures. During pandemics due to the closure of schools and childcare facilities, children are at home so required care from parents, for at least an extra six hours a day. So there was a huge increase in households' care responsibilities with the complete shutdown of certain sectors which was completely new. In lockdown on average, parents are spending 9 hours of the day for childcare, and 3 hours for their housework with their WFH while on a regular school day, parents did 5½ hours of childcare and 6½ hours of paid work. So parents were heavily busy with activities like paid work, housework, leisure, exercise, sleep, and personal care, 'active' childcare includes playing with a child or doing educational activities, 'passive' childcare means keeping a continuous eye on a child and caring for others may be elders etc. So apparently parents are now often doing at least two activities at the same time so the pressure on parents' time is immense in this lockdown (Alison Andrew, 2020). WFH can generate an overflow of demands from one (or both) side(s) of the activities (Lippe, 2018). In WFH parents were under the constant pressure of responding to family demands also during working hours and it was mainly them that suffered from an intense expansion of family duties.

Typically, mothers performed a greater share of childcare and housework than fathers did, prior to the crisis. This means that apparently mothers will take on a larger share of the new responsibilities at home and will experience an absolute increase in the time they need to spend on childcare and housework. On the other hand, many fathers are now at home all day during pandemics with more exposure to the scale and scope of housework and childcare so typical arrangements of families' could reshape, and families divide paid work and unpaid household responsibilities (Alison Andrew, 2020). (Blaskó, 2020) find that during the pandemic, WFH was positively associated with the amount of Family Interference with Work (FIW), but negatively with the level of Work Interference with Family (WIF). Similarly, very high levels of work-family conflicts contributed to the significant deterioration of well-being among parents in Germany (M. Huebener, 2020) and in the UK (Spantig B. E., 2020)

There may be a change quickly over this period in the work culture which assumes, that men can do paid work being unaffected by fatherhood, as employers and co-workers may adapt to male employees who require more flexibility to balance paid work with childcare.

**3) Professional Life**

When the lockdown was imposed little time was left for preparing a smooth transition to WFH, such as taking care of the necessary technical equipment and software, but also creating an appropriate home-office environment etc. which is creating a less favorable experience of WFH. As earlier discussed in the personal life section, WFH parents engaged more hours with their children than those parents that worked at their workplaces during the pandemic (Alison Andrew, 2020) (D. D. Boca, 2020) (Éva Fodor, 2021). It is therefore understandable that this increased engagement, which indicates a massive overflow of family duties, could have reduced the time available for their roles as employees – which could very well explain the increased level of FIW among WFH parents (Blaskó, 2020).

It is established that mental well-being is negatively affected by bad economic outcomes. (Katharina Janke, 2020) estimate that a one percent increase in the employment rate leads to a 4.2% reduction in mental health conditions. There are large declines in well-being reported by those in a tough financial situation. (Thiemo Fetzer, 2020) causally show that higher perceived mortality and contagiousness increase anxiety related to economic outcomes. On the other hand, declines in well-being are not substantially larger for those reporting job loss or furloughing (Spantig, 2020). Prior to the crisis hitting, the shut-down sectors disproportionately affect employed women (Xu, 2020). It is seen that mothers

are more likely to pick up more of the domestic responsibilities at home and eventually more likely to step back from paid work during this crisis either voluntarily or through temporary or permanent job loss. It will definitely affect their earnings prospects in long run. According to (Alison Andrew, 2020) workers who have lost their jobs permanently in lockdown may struggle to find new ones, workers who have reduced their hours may struggle to increase them again, and workers whose productivity has suffered due to interruptions may be penalized in pay and promotion decisions.

## 4) Data Analysis

- **Occupation**

| Sr | Particulars | Freq. | Percentage |
|---|---|---|---|
| 1. | School Teacher | 28 | 6.14 |
| 2. | Junior College Teacher | 22 | 4.82 |
| 3. | UG College Teacher (General) | 82 | 17.98 |
| 4. | UG College Teacher (Professional) | 92 | 20.18 |
| 5. | PG College Teacher (General) | 36 | 7.89 |
| 6. | PF College Teacher (Professional) | 196 | 42.98 |
| | Total | 456 | 100.00 |

- **Age**

| Sr | Particulars | Freq. | Percentage |
|---|---|---|---|
| 1. | 21-30 | 61 | 13.38 |
| 2. | 31-40 | 203 | 44.52 |
| 3. | 41-50 | 116 | 25.44 |
| 4. | Above 51 | 76 | 16.67 |
| | Total | 456 | 100.00 |

- **Gender**

| Sr | Particulars | Freq. | Percentage |
|---|---|---|---|
| 1. | Male | 239 | 52.41 |
| 2. | Female | 217 | 47.59 |
| | Total | 456 | 100.00 |

- **Education**

| Sr | Particulars | Freq. | Percentage |
|---|---|---|---|
| 1. | Graduation with B.Ed. | 8 | 1.75 |
| 2. | PG with B.Ed. | 49 | 10.75 |
| 3. | PG General | 41 | 8.99 |
| 4. | PG General with Ph.D. | 73 | 16.01 |
| 5. | PG Professional | 197 | 43.20 |
| 6. | PG Professional with Ph.D. | 88 | 19.30 |
| | Total | 456 | 100.00 |

- **Type of Family**

| Sr | Particulars | Freq. | Percentage |
|---|---|---|---|
| 1. | Joint | 172 | 37.72 |
| 2. | Nuclear | 284 | 62.28 |
| | Total | 456 | 100.00 |

- **No. of Family Members**

| Sr | Particulars | Freq. | Percentage |
|---|---|---|---|
| 1. | 2 | 35 | 7.68 |
| 2. | 3 | 110 | 24.12 |
| 3. | 4 | 143 | 31.36 |
| 4. | More than 4 | 168 | 36.84 |
| | Total | 456 | 100.00 |

- **Are you working from Home**

| Sr | Particulars | Freq. | Percentage |
|---|---|---|---|
| 1. | Yes | 434 | 95.18 |
| 2. | No | 22 | 4.82 |
| | Total | 456 | 100.00 |

- **Are you conducting online lectures/online assessment**

| Sr | Particulars | Freq. | Percentage |
|---|---|---|---|
| 1. | Yes | 423 | 92.76 |
| 2. | No | 33 | 7.24 |
| | Total | 456 | 100.00 |

- **Reliability Testing**

| Sr | Section | No. of Parameters | Reliability (Cronbach's Alpha) |
|---|---|---|---|
| A | Physical wellbeing | 5 | .467 |
| B | Mental wellbeing | 4 | .400 |
| C | Personal life | 16 | .786 |
| D | Professional life | 21 | .908 |
| E | Individual Economy / Budget | 9 | .857 |

Out of the total of 456 samples, a maximum i.e. 42.98% are PG college (professional) teachers, obviously having PG professional education. Maximum i.e. 52.41 % are male respondents while 47.59% are females out of total samples. Maximum samples belong to the 31-40 age group, followed by the 41-50 age group. Maximum i.e. 62.28% samples belong to the nuclear type of family in which maximum i.e. 36.84% samples are having more than 4 members in their family.

Maximum i.e. 95.18% samples reported that they were working from home in the lockdown due to pandemic Covid-19 and were conducting online lectures/online assessment.

During reliability testing, the researcher found acceptable reliability for the personal life section (16 parameters), professional life (21 parameters) and individual economy/budget (9 parameters) since their Cronbach's Alpha is 0.786, 0.908 and 0.857 respectively. Cronbach's Alpha for physical wellbeing (5 parameters) and mental wellbeing (4 parameters) is low but still, the researcher decided to continue with all pre-decided variables of these two sections since these variables have got a strong review backup.

### A Physical Wellbeing

| Sr | Particulars | Applicable | | | | Not Applicable | |
|---|---|---|---|---|---|---|---|
| | | Freq | % | Mean | S.D. | Freq | % |
| 1 | I Focused on physical fitness - Yoga, Gym at home etc. | 446 | 97.81 | 4.65 | 1.34 | 10 | 2.19 |
| 2 | I feel fresh as away from pollution | 452 | 99.12 | 4.95 | 1.21 | 4 | 0.88 |
| 3 | I feel my Physical fitness is disturbed because of limitation | 452 | 99.12 | 2.82 | 1.27 | 4 | 0.88 |
| 4 | I feel New aches and pains associated with bad posture, in necks, shoulders and backs. | 446 | 97.81 | 2.60 | 1.28 | 10 | 2.19 |
| 5 | I experience Irregularities in menstrual cycle (delayed period, abnormal flow, severe cramps etc.) | 303 | 66.45 | 2.38 | 1.21 | 153 | 33.55 |

In the case of physical well-being, samples agreed that they are feeling fresh as away from pollution and focusing on physical fitness like yoga, and gym at home having a mean of 4.95 and 4.65 respectively. While they disagree with feeling physical fitness disturbed as well as having any new aches and pains associated with bad posture. Female samples also disagree about Irregularities in their menstrual cycle.

### B. Mental Wellbeing

| Sr | Particulars | Applicable | | | | Not Applicable | |
|---|---|---|---|---|---|---|---|
| | | Freq | % | Mean | S.D. | Freq | % |
| 1 | I focused on mental health - Pranayam and Meditation on regular basis | 439 | 96.27 | 4.59 | 1.23 | 17 | 3.73 |
| 2 | I feel Relax due to no need to commute in peak hours | 432 | 94.74 | 4.43 | 1.23 | 24 | 5.26 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | I feel Upset/ feeling sick/ in depression due to isolation | 429 | 94.08 | 2.32 | 1.17 | 27 | 5.92 |
| 4 | Feeling lonely due to social distancing | 442 | 96.93 | 2.62 | 1.28 | 14 | 3.07 |

In the case of mental well-being, samples agreed that they are feeling relaxed due to no need to commute during peak hours and are focusing on their mental health through Pranayam and Meditation on regular basis as scoring 4.43 and 4.59 mean respectively. While they disagree towards feeling upset/ feeling sick/ in depression due to isolation and feeling lonely due to social distancing.

**C Personal Life**

| Sr | Particulars | Applicable | | | | Not Applicable | |
|---|---|---|---|---|---|---|---|
| | | Freq | % | Mean | S.D. | Freq | % |
| 1. | I am busy/helping in household work – Cooking, House Cleaning | 450 | 98.68 | 4.91 | 1.18 | 6 | 1.32 |
| 2. | I am spending some time to taking care of children or ageing parents | 421 | 92.32 | 4.96 | 1.18 | 35 | 7.68 |
| 3. | I am reading books to maintain my mood | 452 | 99.12 | 4.62 | 1.26 | 4 | 0.88 |
| 4. | I Feel Cohesiveness and more interaction within family | 446 | 97.81 | 4.85 | 1.14 | 10 | 2.19 |
| 5. | I am enjoying a ME time (As family is away from me in this lockdown) | 367 | 80.48 | 2.84 | 1.52 | 89 | 19.52 |
| 6. | I feel family conflict increased as whole family is together all the time due to lockdown | 436 | 95.61 | 2.44 | 1.38 | 20 | 4.39 |
| 7. | I feel very lazy | 447 | 98.03 | 2.66 | 1.31 | 9 | 1.97 |
| 8. | My eating habits are changed - overeating, eating less healthy, eating more healthy | 451 | 98.90 | 4.03 | 1.43 | 5 | 1.10 |
| 9. | My sleeping schedule is changed | 446 | 97.81 | 4.36 | 1.42 | 10 | 2.19 |
| 10. | My smoking habit Increased/Decreased | 197 | 43.20 | 2.21 | 1.43 | 259 | 56.80 |
| 11. | My alcohol consumption Increased/Decreased | 204 | 44.74 | 2.28 | 1.39 | 252 | 55.26 |
| 12. | I Spend Excess time with TV, social media, games on mobile phone | 435 | 95.39 | 4.13 | 1.39 | 21 | 4.61 |
| 13. | I feel my personal life is imbalanced due to work from home | 434 | 95.18 | 2.82 | 1.41 | 22 | 4.82 |
| 14. | Work from home + household work + managing kids= high physical, emotional and mental stress | 424 | 92.98 | 2.96 | 1.45 | 32 | 7.02 |
| 15. | My workspace at home becomes a hazardous zone for children and pets due to additional power cables | 387 | 84.87 | 2.62 | 1.30 | 69 | 15.13 |
| 16. | I am in tension of protecting company provided laptop/desktop from reach of children & pets all the time | 295 | 64.69 | 2.38 | 1.38 | 161 | 35.31 |

In the case of personal life, samples have shown their agreement that they are helping in household work, spending some time taking care of children or aging parents, and feeling Cohesiveness and more interaction within the family. They also agreed that they are reading books to maintain their mood but their sleeping schedule and eating habits are changed and they are Spending Excess time on TV, social media, games on their mobile phone.

**D. Professional Life**

| Sr | Particulars | Applicable | | | | Not Applicable | |
|---|---|---|---|---|---|---|---|
| | | Freq | % | Mean | S.D. | Freq | % |
| 1. | Learning new skill or Upgrading skills in this lockdown will help to get promotion or good opportunities | 436 | 95.61 | 4.88 | 1.21 | 20 | 4.39 |
| 2. | WFH is more pleasant than work in office | 444 | 97.37 | 2.91 | 1.18 | 12 | 2.63 |
| 3. | I am more comfortable at work from home as working at my own space with my own things (chair/sofa/personal laptop etc.) and as I can ware what I like | 442 | 96.93 | 3.00 | 1.31 | 14 | 3.07 |
| 4. | I am enjoying more refreshing breaks than office e.g. playing an instrument or cuddling your pet or just take a nap | 444 | 97.37 | 4.23 | 1.31 | 12 | 2.63 |
| 5. | I have chance to change up my space, schedule, and ways of working during WFH | 440 | 96.49 | 4.54 | 1.23 | 16 | 3.51 |
| 6. | Minimum job satisfaction in WFH | 443 | 97.15 | 4.05 | 1.26 | 13 | 2.85 |
| 7. | Longer and irregular working hours | 436 | 95.61 | 4.16 | 1.25 | 20 | 4.39 |
| 8. | Minimum efficiency in WFH | 444 | 97.37 | 2.94 | 1.26 | 12 | 2.63 |
| 9. | Absence of work environment in WFH | 443 | 97.15 | 4.25 | 1.31 | 13 | 2.85 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10. | Team work impossible in WFH | 443 | 97.15 | 4.16 | 1.31 | 13 | 2.85 |
| 11. | Communication gap during work in WFH | 444 | 97.37 | 4.18 | 1.29 | 12 | 2.63 |
| 12. | Low motivation and energy in WFH | 443 | 97.15 | 4.19 | 1.36 | 13 | 2.85 |
| 13. | Failure in attaining deadlines in WFH | 437 | 95.83 | 2.85 | 1.28 | 19 | 4.17 |
| 14. | Working from home but worried about salary | 438 | 96.05 | 4.34 | 1.32 | 18 | 3.95 |
| 15. | Working from home but worried about job security | 431 | 94.52 | 4.09 | 1.35 | 25 | 5.48 |
| 16. | Drop in professional opportunities | 428 | 93.86 | 4.14 | 1.33 | 28 | 6.14 |
| 17. | Appraisals get delayed | 411 | 90.13 | 4.18 | 1.24 | 45 | 9.87 |
| 18. | Pay cuts is affecting on my performance | 407 | 89.25 | 2.87 | 1.33 | 49 | 10.75 |
| 19. | Threat to confidential data security...chances of Data breach | 421 | 92.32 | 3.00 | 1.28 | 35 | 7.68 |
| 20. | My control over career outcomes is reduced which increases uncertainty and stress | 426 | 93.42 | 2.98 | 1.34 | 30 | 6.58 |
| 21. | I am uncomfortable due to absence of swivel chair and desk in Work from home | 425 | 93.20 | 2.77 | 1.35 | 31 | 6.80 |

In the case of professional life, samples agreed that they are upgrading their skills to get promotions or good opportunities, enjoying more refreshing breaks at home than office, and utilizing the chance to change space, schedule, and ways of working during WFH. Samples agreed that there are Longer and irregular working hours in absence of a work environment so experience low motivation, energy, and minimum job satisfaction in WFH. Samples reported a communication gap during work in WFH so teamwork is not possible. They are worried about their salary and job security and feel the drop in professional opportunities as appraisals get delayed due to lockdown.

### E. Individual Economy / Budget

| Sr | Particulars | Applicable | | | | Not Applicable | |
|---|---|---|---|---|---|---|---|
| | | Freq | % | Mean | S.D. | Freq | % |
| 1. | WFH and lockdown reduced your expenses for holding down your current job (e.g. expenses of local/metro/bus/cab/cost of ownership of car (monthly EMI, add fuel costs, car wash, insurance, taxes, maintenance, repairs and the driver's salary) | 437 | 95.83 | 4.63 | 1.33 | 19 | 4.17 |
| 2. | WFH and lockdown reduced personal care expenses (dry cleaning, salon visits, stitching/re-fitting of cloths) | 445 | 97.59 | 4.80 | 1.27 | 11 | 2.41 |
| 3. | Lockdown reduced hoteling expenses (enjoying Home-cooked meals) | 443 | 97.15 | 4.99 | 1.28 | 13 | 2.85 |
| 4. | lockdown reduced expenses of children (unnecessary tuitions, summer camp etc.) | 395 | 86.62 | 4.71 | 1.27 | 61 | 13.38 |
| 5. | lockdown reduced expenses of elders ( paid caregivers or a driver and car) | 378 | 82.89 | 4.51 | 1.36 | 78 | 17.11 |
| 6. | lockdown reduced expenses of made in house | 423 | 92.76 | 4.43 | 1.40 | 33 | 7.24 |
| 7. | lockdown increased expenses of Electricity bill (Due to excess use of electronic appliances during WFH) | 436 | 95.61 | 4.65 | 1.28 | 20 | 4.39 |
| 8. | lockdown increased expenses of grocery (absence of free coffee machines and subsidized office canteens) | 439 | 96.27 | 4.40 | 1.33 | 17 | 3.73 |
| 9. | lockdown increased up skilling cost | 439 | 96.27 | 4.34 | 1.31 | 17 | 3.73 |

In the case of individual budgets, samples strongly agreed that there is a reduction in their hoteling and personal care expenses. Samples are agreed towards reduction in expenses of children i.e. unnecessary tuitions, summer camp, etc. and expenses of elders i.e. paid caregivers, driver, and car, etc. also Their expenses of maid and expenses for holding down current job i.e. expenses of local/metro/bus/cab/cost of ownership of the car and also monthly EMI, add fuel costs,

car wash, insurance, taxes, maintenance, repairs, and the driver's salary, etc. also reduced. Samples agreed that their upskilling cost, grocery, and electricity expenses increased in WFH during the lockdown.

**Hypotheses Testing**

H01- There is no impact of lockdown on individual personal life.

Following tables shows the one samples statistics of data derived from opinions of sample regarding the impact of lockdown on personal life.

| One-Sample Statistics | | | | |
|---|---|---|---|---|
| | N | Mean | Std. Deviation | Std. Error Mean |
| Personal | 16 | 3.44 | 1.153 | .288 |

**Source:** Compiled by Researcher

| One-Sample Test | | | | | | |
|---|---|---|---|---|---|---|
| | Test Value = 3 | | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Personal | 1.518 | 15 | .150 | .438 | -.18 | 1.05 |

**Source:** Compiled by Researcher

Above Table Shows the Mean difference in .438, 't' Score is 1.518 and p' value is 0.150 at 95% level of significance, the test is not significant hence, null hypothesis i.e.There is no impact of lockdown on individual personal life is accepted.

H02- There is no impact of lockdown on individual professional life.

| One-Sample Statistics | | | | |
|---|---|---|---|---|
| | N | Mean | Std. Deviation | Std. Error Mean |
| Professional | 21 | 3.71 | .644 | .140 |

**Source:** Compiled by Researcher

Above table shows that the mean value is 3.71 which shows the samples are agree on statement which talks about impact of lockdown on professional life during COVID 19.

| One-Sample Test | | | | | | |
|---|---|---|---|---|---|---|
| | Test Value = 3 | | | | | |
| | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | Lower | Upper |
| Professional | 5.085 | 20 | .000 | .714 | .42 | 1.01 |

**Source:** Compiled by Researcher

Above Table Shows the Mean difference in .714, 't' Score is 5.085 and p' value is 0.000 at 95% level of significance, the test is significant hence, null hypothesis is rejected and alternative hypothesis i.e.There is impact of lockdown on individual professional life is accepted.

## 4. FINDINGS

1) In the case of physical wellbeing, maximum sample teachers are feeling fresh as away from pollution and focusing on their physical fitness like yoga, gym at home, etc.
2) In the case of mental wellbeing, maximum samples are feeling relaxed due to no need to commute in peak hours and are able to focus on their mental health through Pranayam and Meditation on regular basis.

3) In the case of personal life, maximum samples tended towards helping in household work, spending some time to take care of children or aging parents, etc. so having more interaction within the family and feeling Cohesiveness.
4) Sleeping schedule and eating habits of maximum sample teachers are changed and they are spending excess time with TV, social media, games on mobile phone.
5) In case of professional life, samples are upgrading their skills to get promotion or good opportunities in future, enjoying more refreshing breaks at home than office, and utilizing the chance to change space, schedule, and ways of working during WFH.
6) In WFH, samples are experiencing longer and irregular working hours in the absence of a work environment so experience low motivation, energy, and minimum job satisfaction. They are worried about their salary and job security and feel the drop in professional opportunities as appraisals get delayed due to lockdown.
7) Lockdown reduced hoteling and personal care expenses like dry cleaning, salon visits, stitching/re-fitting of cloths, etc. as well as expenses of children i.e. unnecessary tuitions, summer camp, etc., and expenses of elders i.e. paid caregivers, driver, and car, etc. in case of individual budget. But their upskilling cost, grocery, and electricity expenses increased in WFH during the lockdown.

## 5. CONCLUSION

Due to Covid-19 pandemic, there is a drastic change in work and personal life as well. There is a very thin line of demarcation left between work-time and home-time now, which is hard to differentiate and almost unclear. Most of the teachers experienced a positive impact on their mental well-being, physical well-being & personal life also in WFH during the lockdown. But their sleeping, eating & mobile phone usage habits tends to be negative. In the case of professional life, they utilized time for upgrading their skills with more refreshing breaks at home than the office but experienced longer and irregular working hours, minimum job satisfaction with salary, and job insecurity. Lockdown reduced hoteling, personal care expenses as well as expenses of elders and children but upskilling costs, grocery, and electricity expenses increased in WFH during the lockdown. So in conclusion it can be seen that it was an unimaginable situation that was never ever thought to have some positive and negative effects on teacher's personal as well as professional life.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

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