

**WORK LIFE BALANCE IN PRIVATE EDUCATION SECTOR UNDER
COVID-19:
A STUDY ON WORKING FROM HOME WOMEN IN HIMACHAL
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ABSTRACT

Working women significantly contributes to the growth of the economy of the Nation. Women as teachers not only impart knowledge but are also epitome of empathy and morals to the youths who are the future Nation builders. Their health and well being is of utmost importance, especially during the time of 'new normal' of work. Work from home or remote working has questioned various parameters of work life balance and well being of working women who are facing the brunt of both paid work and household and family responsibilities. This study analyses the Stress and its impact on Work Life Balance of 200 women teachers in the private education sector while working from home. It was found that Work Life Balance of women teachers is significantly predicted by paid work related stress and household & family responsibilities related stress.

KEYWORDS: *Work Life Balance, Stress, Work from Home, Covid-19, Women Teachers, Private Education Sector.*

1. INTRODUCTION

Work-life balance is a significant dimension of a healthy work environment at work. Attaining work-life balance helps overcome stress and hence prevents the situation of burnout at the workplace. The chronic stress impacts mental health negatively as it is linked to a higher risk of depression, anxiety and insomnia irrespective of any gender and geographical considerations. The term WLB (work-life balance) describes the state of equilibrium where a person equally prioritizes the demands of one's career and the demands of one's personal life (Schwartz et al., 2018). The previous studies witness some of the common reasons that lead to a poor work-life balance which are increased responsibilities and long working hours. Moreover the circumstances like COVID-19 pandemic have added to many miseries of employees especially working women.

Work Life Balance has always been a problem for women ever since they have moved out of their homes for paid work. But unpaid work, which they perform at home, apparently has not

reduced at all. However, the extra burden of paid work has increased. According to the latest report by The Organization for Economic Co-operation and Development (OECD, 2020) the time spent by women and men in paid work and unpaid work, respectively is shown in the Table 1. The data clearly shows that time spent on total paid and unpaid work by women in India is 536.6 min/day as compared to an average of 442.3 min/day being spent by men. It clearly indicates the over burden and work-life imbalance of Indian working women, as they have to perform both workplace and domestic roles with very less support. Although working women feel independent and have an identity of their own, however most of the time they find themselves struggling between paid work at the workplace and unpaid work at home. Many times, women are found unable to cope up with both roles and experience a stressful situation. There could be a lot of factors at work and at home resulting in stress for women. This stress contributes significantly to deteriorate their work life balance. Mani (2013) found that role conflict, lack of recognition, organizational politics, gender discrimination, elderly and children care issues, quality of health, problems in the management, lack of proper support have been among the major factors influencing the WLB of women professional in India. Sundaresan (2014) established that the pressure of excessive work, need to fulfil expectations others have from you and not having time for one's own personal needs are the major contributors affecting work life balance of working women. Zaheer, Islam and Darakhshan (2015) in their research, identified a strong positive relationship between the occupational stress and work life imbalance of female faculty, and strongly emphasized that stress situations working women experiences in their work and personal life leads to Work Life Imbalance.

TABLE 1 OVERALL TIME SPENT ON PAID AND UNPAID WORK: GENDER ANALYSIS

Latest Report/minutes per day/India					
Time Spent on Unpaid work(Family/household work)		Time Spent on Paid work		Time spent on total work	
men	women	men	women	men	women
51.8	351.9	390.6	184.7	442.3	536.6

Note: Source: OECD, 2020

Women are being perceived to struggle between the two roles even during this time of Covid-19 pandemic. The author emphasized that gender equality is something far from reality during this time of Pandemic. During the lockdown, 81% of the total survey population reported to avail no services of the domestic workers as compared to 13% before the lockdown (Chauhan, 2020). It was reported that earlier domestic workers used to perform all domestic work including cleaning, cooking, laundry, childcare, elderly etc for income but now it is being performed by the household members without being paid for it. Simultaneously, 35% and 25% women spend more than 28 h/week and 50 h/week respectively on unpaid work during the lockdown as compared to 21% and 8.8% women before the lockdown (Chauhan, 2020). Therefore, lockdown to contain the spread of COVID-19 and as a consequent people working from home, has increased the burden of non-paid work for all, but the responsibility has enhanced relatively more and disproportionately for women as they already spend more time in unpaid work than men even before the lockdown.

Women are understood not only struggling between both the responsibilities but are also found to lose their jobs at a much higher rate in comparison to men. The development towards gender equality has been very slow and halting and Covid-19 pandemic has almost led it to reverse order and has made women's jobs 1.8 times more vulnerable than men's jobs: 39% of global

employment is occupied by women however they account for 54% of overall job losses as of May 2020 (Mahajan, 2020). Majority of the world's total unpaid-care work that includes child care, caring for the elderly, cooking, cleaning, socializing is being done by women. Moreover, pandemic has further increased the burden of unpaid care and women are spending more time on their family responsibilities and hence their rate of leaving the job is much higher in comparison to men.

Although working from home, has eliminated the daily commuting time of the workers; however it does come with its own disadvantages (Howe, 2020). Not only women working from home are realized struggling between house chores, family expectations and office zoom calls with minimal support, but they also have to get them adapted to a virtual workspace. They have been forced to accept these changes quickly and ironically without training (Parker, 2020). The stress levels are recorded very high and women are exhibited already exhausted by the time breakfast ends and barely have time for their own personal needs (Kumar, 2020). Along with this, Covid-19 has come along with constant anxiety and concern women are experiencing for their family health and personal health. Importantly, a new set of activities extra as a result of lockdown is the constant need to maintain social distancing and hygiene through sanitising everything and anything that comes in contact with public spaces. Another added responsibility is to make herbal tea/kadhas and other herbal recipes to enhance the immunity of all family members (Chauhan, 2020). The women are also being found indulging and spending more time with children in attending online classes with them, making children do their homework and engaging them in various indoor fun activities, added to their occupancy.

According to Pink Ladder (2020) survey on 250 women from major cities of India on 'Remote Working and Its Impact on Women Professionals' pointed out that working from home suffer double burden syndrome where on one side they have to meet all professional deadlines and on the other side to fulfil all their domestic responsibilities. The findings indicated that 4 in 10 women are experiencing high levels of stress while working from home. It was also found that over 55% of job losses during the pandemic have been suffered by female professionals and because of the fear of job loss they are not speaking up about their work life issues, about which they were always hesitant to speak about. The survey also revealed that 50 % of the women working from home are experiencing motivational issues and as a result 75% women are taking more time for each task.

Recently, LeanIn (2020) carried out a survey and revealed that the probability of women experiencing physical symptoms of severe anxiety, such as a racing heartbeat (25% vs. 11%) is more than twice as that of men. More than half (52%) of women are having sleep issues in comparison to one third (32%) of men. Women who work full-time and are married and have children are more than twice (31%) as likely as men (13%) in the same situation to feel that they have more to do than what they have capacity to do. It was also found that most women are not getting any support from their employers. So, women employees face more problems of stress could be for paid work or unpaid work.

Work-life balance typically means the achievement by employees of equality between time spent on working and personal life but covid-19 as above research studies indicate clearly multiplied difficulties of working women in various employment profiles.

Education Sector in India is perceived as a most favoured profession by many women so many women choose teaching as a career. According to (AISHE Report, 2019) the total number of teachers are 14, 16,299, out of which about 57.8% are male teachers and 42.2% are female teachers. At All-India levels there are merely 73 female teachers per 100 male teachers. Although many women choose this profession, gender equality is far to reach. One of the reasons between the high disparity between percentage of women teachers and male teachers is due to women

leaving their jobs due to extra non-teaching work, administrative work, and discrimination in promotion and harassments and family responsibilities. Vijayalakshmi and Navneetha (2013) in their study found that many female teachers have neglected their health in the process of improving the life of their family members and their students. The situation is worse in the private education sector. There is a high rate of turnover. Work from home during Covid-19 has added to this rate. García-González et al. (2020, p. 2958) analysed primary stress factors among female professors at Online Universities through Delphi Method. The most important risk factors that were identified were mental overload, time pressure, lack of schedule and emotional exhaustion. All these factors were associated to the increase in usage of ICT (Information & Communication Technology) which requires constant training and upgrading of skills, knowledge and abilities and to future research initiatives the Universities should take to develop intervention programs to enhance the health of teachers and reduce their experience of stress.

Teachers world over have been one in front liners of damage-control of Covid -19 pandemic by ensuring that learning reaches their students without disruptions during the lockdown. Not only do they have to adapt to the new way of taking online/ virtual classes, other online administrative work, virtual meetings but also fulfil all their household and family responsibilities with least support of the family and lack of domestic help or childcare help. The irony of the situation is that they have not been trained for such virtual workspaces and many women are not technologically savvy. They lack technical knowhow, digital skills, virtual learning resources and cyber safety protocols. Many women teachers are experiencing pay cut, loss of job, delayed salaries, delay in promotion etc.

Through review of literature, some of the factors that have been identified as a source of stress to female teachers, specially while working from home during covid-19 are job insecurity, harassments, increase in unpaid family related work, lack of domestic help during lockdown, health manifestations, powerlessness due to lack of technology related knowledge. Especially about women teachers in private schools, colleges and universities in Himachal Pradesh, while working from home could be facing similar problems during Covid-19. This study is undertaken to identify various stress factors on women teachers in private education sector in Himachal Pradesh while working from home during Covid-19 and the impact on their Work Life Balance. Himachal Pradesh is a hilly state having large difficult terrain with a very limited industrial activity but is abode to more than 1400 Private Schools, 151 private colleges and 17 private Universities. Many women in Himachal Pradesh have opted teaching in private educational institutions as their paid work. This study is also an attempt to give suggestions to curb the problem of stress being experienced by women teachers and to help them achieve better Work Life Balance.

2. OBJECTIVES & RESEARCH METHODOLOGY

2.1 Objectives of the Study:

1. To identify stressors and assess the stress level among women teachers in the private education sector in Himachal Pradesh while working from home during Covid-19 Pandemic.
2. To study the level of work life balance among women teachers in the private education sector in Himachal Pradesh while working from home during Covid-19 Pandemic.
3. To study the relation and impact of stressors on Work Life Balance among women teachers in the private education sector in Himachal Pradesh while working from home during Covid-19 Pandemic.

2.2 Hypothesis:

1. There is a significant relation between Stress (and stressors) and work life balance (and its dimensions) among women teachers while working from home during Covid-19 pandemic.

2. There is a significant impact of Stressors on Work Life Balance among women teachers while working from home during Covid-19 pandemic.

2.3 Research Methodology

2.3.1 Data Sources & Sampling Design

This study is based on both primary and secondary data. The opinion survey on work life balance and stress during COVID-19 while working from home is carried out among 200 women teachers from various private schools, colleges and Universities in Himachal Pradesh chosen through non-random stratified cum purposive sampling techniques. To measure Work Life Balance, a standardized 7-point Likert Scale instrument suggested by Hayman (2005) having 15 items was used. It measures three dimensions of work life balance: Work Interference with Personal Life, Personal Life Interference with work and Work Life Enhancement. To measure stress a self-constructed 5-point Likert Scale instrument was developed considering factors from the literature and referring to Teachers Stress Inventory by Michael F. Fimian (1984).

2.3.2 Scoring and Statistical Tools Used

As the stress scale was developed with reference to the Teacher Stress Index Scale given by Michael J. Fimian so the scoring and interpretation was done according to this scale. To score each subscale, all responses associated with subscale (Individual stressor) were summed and then the sum was divided by the number of items in the subscale. This is the teacher's mean item score, also termed subscale score, for each stressor. To compute the Total Stress Score the mean item or subscale scores have been summed and then divided by the no. of sub-scales/factors (5 sub-scales in this case). Same methodology was used to compute scores of subscales of Work Life Balance and the total Work Life Balance score.

Fimian (1988) stated that, "One of the simplest and most practical means of obtaining a relative bearing with respect to a TSI Total Stress Score is to compare that score to the anchor points on which it was derived".(p.14).So, the scores were compared with the same anchor points as that of the questionnaire. Any value up to 1.5 was placed in "Extremely low", value above 1.5 upto 2.5 in "Low", value above 2.5 up to 3.5 in "Medium", value above 3.5 upto 4.5 in "High" and value above 4.5 was placed in Extremely High category. Scores of Work Life Balance Scale were interpreted and compared with the original 7 point Likert response scale of WLB Inventory however the categories were named as "Extremely Low", Very low, Low, Medium, high, very high, extremely high. Any score up to 1.5 was placed in "Extremely Low", score above 1.5 upto 2.5 in "Very Low", score above 2.5 upto 3.5 in "Low", score above 3.5 upto 4.5 in "Moderate" and score above 4.5 upto 5.5 was placed in "High", score above 5.5 upto 6.5 in "Very High" and any score above 6.5 in "Extremely High".

To check the reliability of the self-constructed questionnaire, Preliminary data for the study was collected through pilot study among 50 respondents and the cronbach's alpha value was determined. All scales were found to be reliable with cronbach's alpha value more than the required value of 0.5. Through exploratory factor analysis various stressors were identified for women teachers in the Private Education sector during Covid-19. The collected data was further analyzed with the help of suitable techniques like descriptive statistics like mean, median, mode, standard deviation, and to test the hypothesis inferential statistics has been used through correlation and regression.

3. DATA ANALYSIS & FINDINGS

3.1 Exploratory Factor Analysis:

After the preliminary analysis the data was further analysed for its sphericity and adequacy by using the KMO and Bartlett's test as indicated in the table below. KMO between 0.8 and 1.0

indicate factor analysis is appropriate and in this study KMO was found to be .814. For Bartlett's test of sphericity as the value was less than 0.05, the data was adequate for factor analysis. In this study, communalities after extraction are more than 0.40. Six factors with Eigen values more than 1 were extracted. The cumulative common variance explained after the rotation was 56.348%, which means these factors were explaining 56% of the total variance. The self structured questionnaire for stress originally had 21 items. Post Exploratory Factor Analysis all items clubbed into 6 factors. The sixth factor had only one item so it was not considered. Five factors that were retained are Powerlessness, Family & Household work Related, Lack of Support, Time Mismanagement and Harassment & Politics at Work Place as shown in the table below:

So the first objective to identify various stressors was met. The stressors identified are as below.

Powerlessness: Item 5: "frustrated because my personal opinion/suggestions are not sufficiently aired by the administration", Item 8: "frustrated because of lack control over decisions made about classroom/institution matters", Item 12: "respond to stress at work with feelings of increased blood pressure/stomach pain/stomach acid/cramps/headache/body ache" and Item 13: "respond to stress at work by using over-the counter drugs/prescription drugs" were loaded to this Factor 1 that was named Powerlessness. This stressor depicted that how work from home is making teachers helpless where they have no control over any decisions about institutions or their classes like cut in their salaries, loss of job in some cases, workload, examination pattern etc. Moreover, due to virtual classes they have less control over the students in term of their regularity in classes, class performance and assignments. They also feel powerlessness when they are not well versed with technology and not habitual to new concepts of virtual classes. Due to anxiety, they experience increased blood pressure/stomach pain/stomach acid/cramps/headaches/body aches and hence consume medicines/drugs to reduce the same which makes them experience more powerlessness.

Family Related Problem: Item 15, 16, 17, 19, 20 were loaded to the Factor 2 named as Family and Household Related Work which consisted of statements "Lack emotional support of family with regard to work", "Child/Elder care responsibility", "Non availability of extra facility like domestic help, child care and elder care", "Concerned and worried about personal health" and "Worried about health conditions of family members". When women work from home they have to perform all household tasks without much help from the family members, nor any domestic help which is not being preferred in these Covid-19. As the children are also studying from home, so all responsibility of their studies and other development and care is vested upon women irrespective of the fact that she has work from her professional life as well. At the same time women are continuously worried about the health and well-being of their family members during this pandemic phase.

Lack of Support: Item 1, 9 and 18 was loaded to this factor and it consisted of statements, like "Little time to relax/enjoy the time of day", "frustrated because colleagues/students/administrators do not cooperate" and "frequent conflict with family members". Women teachers while working from home get no support from their administrators, colleagues, family members and students. Nobody is ready to understand the extra burden of getting habitual to technology, performing all household and childcare responsibilities, online administrative work and ensuring the safety of family, women teachers are constantly undergoing through. More so they are left with no time to relax and rejuvenate which is causing stress and work life imbalance.

Time Management: Item 2 and Item 3 was loaded into this Factor 4 named as time mismanagement which consisted of statements "There is little time to prepare for my lessons/responsibilities" and "There is too much work to do". Most of the women are finding themselves always juggling between their professional work (taking many online classes, online examination, online research related activities and other administrative work) and household work during the pandemic. This mismanagement of time is adding on to the stress experience

Harassments/Politics at Virtual Workplace: Item 6 and Item 7 was loaded into this Factor 5 named as Harassments/Politics at Virtual Workplace that consisted of statements “frustrated because have to do some work unwillingly owing to certain group/political pressure” and “Frustrated because of sexual/ mental/ physical harassment at work place” Due to virtual workplaces there have been instances of sexual harassment being reported on women teachers, whereas in other instances manipulating /misuse/ tampering of the recording of the lectures has been felt. All such instances are adding to the experience of stress and strain.

3.2 Stress among Women Teachers in Private Sector Educational Institutions

The **Table 2** below shows mean of the summated score of all 200 respondents of each stressor of the study, which are Family Related Problems, Powerlessness, Lack of Support, Time Management and Harassment & Politics, along with their respective items. It also depicts the mean value of the Total Stress Overall and standard deviation, maximum and minimum score for all items, stressors and total stress.

TABLE 2 TOTAL STRESSES MEAN SCORE ANALYSIS OF WOMEN TEACHERS IN PRIVATE SECTOR INSTITUTIONS

STRESSORS	Min	Max	Mean	Std. Deviation
Personal opinion/suggestions are not sufficiently aired	1	5	3.72	0.936
Lack of control over decisions	1	5	3.72	0.898
Feelings of increased blood pressure/stomach pain/stomach acid etc.	1	5	2.95	0.939
Use of over-the counter drugs/prescription drugs	1	5	3.34	1.02
Powerlessness	5	19	13.74	2.665
Lack emotional support of my family with regard to my work	1	5	3.58	1.029
Child/elder care responsibility	1	6	3.93	0.967
Domestic help, child care and elder care is not easily available	1	5	3.82	0.906
Worried about my personal health	1	5	3.72	0.964
Worried about health conditions of my family members	1	5	3.85	0.914
Family & household work(unpaid work)	5	25	18.89	3.3
Little time to relax/enjoy the time of day	2	5	3.98	0.817
Frustrated because nobody cooperates with me	1	5	3.68	0.97
Often find oneself in a conflict	1	5	3.76	0.954
Lack of support	4	15	11.41	1.983
There is little time to prepare for my lessons/responsibilities	2	5	3.87	0.819
There is too much work to do	2	5	3.91	0.803
Time management	4	10	7.78	1.305
Work unwillingly owing to certain group/political pressure	1	5	2.76	0.858
Sexually/mental harassment virtually	1	4	2	0.773
Harassment & politics	2	8	4.77	1.288
Total Stress	23	67	56.59	7.189

To assess the level of stress by each individual stressor and to assess overall stress level scoring and interpretation of the score was done as discussed in detail in Research Methodology. The data revealed that Family & household work (unpaid work) (M=18.89), powerlessness (M=13.74), and lack of support (M=11.41) were dominating stressors for working women in private sector education institutions. The computed mean item score (sub-scale score) and its descriptive are shown in the Table 3 below.

TABLE 3. STRESS MEAN SCORE ANALYSIS OF WOMEN TEACHERS IN PRIVATE SECTOR INSTITUTIONS

Mean Item score (Sub-scale score)	Minimum	Maximum	Mean	Std. Deviation
Powerlessness	1.25	4.75	3.4338	.66616
Family & Household	1.00	5.00	3.7790	.65995
Lack of Support	1.33	5.00	3.8050	.66101
Time Management	2.00	5.00	3.8875	.65247
Harassments & Politics	1.00	4.00	2.3825	.64383
Total Stress	1.58	4.15	3.4575	.41027

From Table 3. It is clear that the mean item value of the subscale score of stressors Family and Household Work, Lack of Support and Time Management is above 3.5. This implies that they all fall in the category of "High Stress Level" and hence respondents experience these problems and they are a cause of high stress. However, the stressor Powerlessness causes Medium stress level as the value is above 2.5 but below 3.5. For stressor, Harassment & Politics the value is below 2.5 so it implies that respondents experience low stress because of this stressor on an average. The maximum mean score of subscale is of Time Management stressor and Lack of Support stressor indicated the leading trouble shooters of work life imbalance for women teacher in private sector educational institutions. The findings are similar to the findings by García-González et al. (2020, p. 2958).

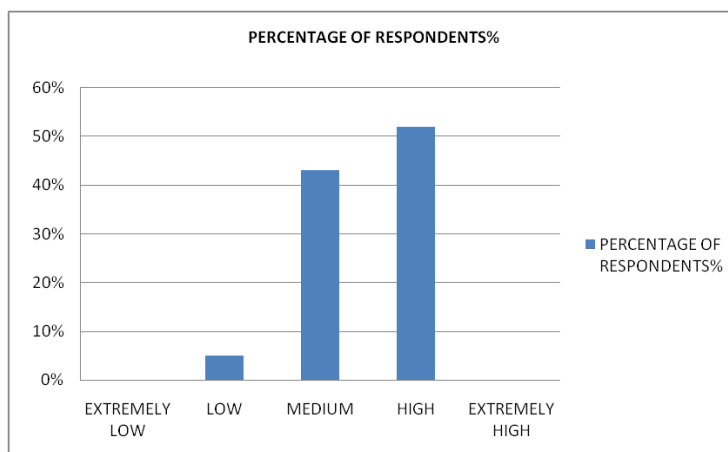


Figure1. Stress Level Assessment of Women Teachers in Private Sector Institutions

The Figure1. Above depicts the percentage of respondents falling under various categories of stress level from extremely low to extremely high. Maximum respondents i.e. 52 % were experiencing high stress and 43% of the respondents experienced Medium stress. It means the maximum number of the female teachers in the Private Education Sector during COVID-19 lock down were under medium to high stress which might have affected health and work efficiency.

3.3 Work Life Balance among Women Teachers in Private Sector Education Institutions

The Table 4. Below shows the mean of the summated score of all 200 respondents on each subscale of the Work Life Balance Inventory which are Work Interference with Personal Life, Personal Interference with Work and Work Life Enhancement and their individual items. It also depicts Mean value of the overall scale for Work Life Balance. Standard deviation, maximum and minimum score for each individual item, sub-scales and Overall scale is also portrayed in Table 4. below.

TABLE 4 TOTAL WORK LIFE BALANCE MEAN SCORE ANALYSIS OF WOMEN TEACHERS IN PRIVATE SECTOR INSTITUTIONS

WLB Dimensions	Min.	Max.	Mean	Std. Deviation
Personal life suffers because of work	1	6	2.91	1.212
Job makes personal life difficult	1	6	2.81	1.119
Neglect personal needs because of work	1	7	3.02	1.167
Put personal life on hold for work	1	7	2.99	1.163
Miss personal activities because of work	1	7	2.95	1.146
Struggle to juggle work and non-work	1	7	3.12	1.221
Happy with the amount of time for non-work activities	1	5	2.22	.820
Work Interference with Personal Life(WIPL)	12.00	41.00	19.995	5.18
Personal life drains me of energy for work	1	6	3.15	1.243
Too tired to be effective at work	1	7	3.38	1.197
My work suffers because of my personal life	1	6	3.21	1.196
Hard to work because of personal matters	1	6	3.18	1.111
Personal Life Interference with Work Life (PIWL)	5.00	24.00	12.92	3.58
Personal life gives me energy for my job	2	7	4.78	1.076
Job gives me energy to pursue personal activities	1	7	4.70	1.211
Better mood of work because of personal life	2	7	4.53	1.219
Better mood because of my job	2	7	4.74	1.216
Work Life Enhancement(WLE)	6.00	21.00	14.01	2.81
Total Work Life Balance(WLB)	25.00	78.00	46.92	8.28

To assess the level of Work Life Balance by each dimension of Work Life Balance and to assess overall Work Life Balance level, scoring and interpretation of the score was done as discussed in detail in Research Methodology. The computed mean item score (sub-scale score) and its standard deviation and maximum and minimum score are shown in Table 5. below.

The mean item score for Work Interference with Personal Life (reverse coded) (**M=19.99**) and Personal Interference with Work (**M=12.92**) lies above 2.5 but below 3.5 ranges, which depicts that WLB level is low due to high work interference with personal life and personal interference with work life. It describes that professional work like Online Classes, Online meetings, Online Examination/Test/Assignments conduction and evaluation and other work related problems interferes in the household, family and personal work of female teachers while they work from home. Similarly, household and family responsibilities were noted interfering with professional work and created an imbalance between the two domains. However, Work Life Enhancement lies in the moderate Category so it could be that women teachers were along with family members and children giving them relief from travelling and fear of catching corona virus pandemic infection

from outsiders etc.

TABLE 5 WORK LIFE BALANCE MEAN SCORE ANALYSIS OF WOMEN TEACHERS IN PRIVATE SECTOR INSTITUTIONS

Mean item score	Minimum	Maximum	Mean	Std. Deviation
Work Interference with personal Life(reverse coded)	1.71	5.86	2.8564	.73968
Personal Life Interference with Work(reverse coded)	1.25	6.00	3.2287	.89414
Work Life Enhancement	1.50	5.25	3.5012	.70153
Work Life Balance	1.62	5.04	3.1955	.53388

The Figure 2. Below depicts the percentage of respondents falling under various categories of Work Life Balance level from extremely low to extremely high. It was pointed out that 71.50 % of the respondents had low levels of WLB and 19.50 % had moderate levels of Work Life Balance, whereas only 2% women teachers indicated to achieve a High Level of Work Life Balance. So opinion survey data clearly indicated that the majority numbers of women teachers were facing problems of low Work Life Balance during Covid-19 while working from home. Thus, could have serious mental and physical health implications on one side and work efficacy on the other in future.

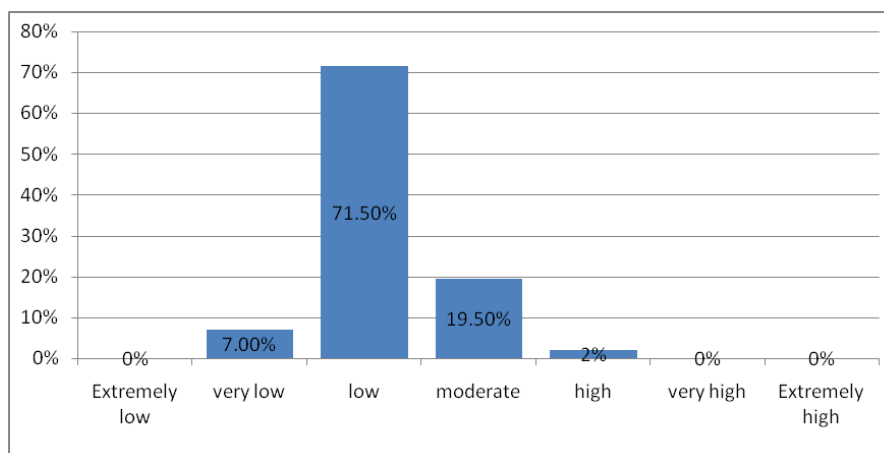


Figure 2 Work Life Balance Levels of Women Teachers in Private Sector Institutions in HP

3.4 Relation between Stressors and WLB

The analysis of the inter correlation matrix shows that for the stress factors Powerlessness, Family & Household Work, Lack of Support and Time Management are negatively significantly correlated except for Factor 5(Harassments and Politics) which is insignificantly correlated with the first dimension of Work Life Balance that is WIPL (Work interference with personal life).This shows that above stressors tend to interfere with Work. More the stress due to these factors, Work Life Balance is less and Work Interference with personal life is more. Similarly, above factors have negative correlation with PIWL (Personal Interference with work) which is significant? However, stressor (Harassments and Politics)is insignificant correlated with WIPL and PIWL and is significantly negatively correlated with Work Life Enhancement, which clearly shows that if women experience any kind of harassment or politics at virtual workplace, it is not disrupting her work Life Balance but is affecting the enhancement(positive) effect work has on life or vice-versa. All other stress factors are insignificantly correlated with Work Life Enhancement Dimension as

their presence or absence has no effect on enhancement. But overall stress has negative correlation with Overall Work Life Balance which is significant at 5% and 1% level of significance.

It implies that more the stress less is the Work Life Balance and vice-versa. Hence, there is significant relation between stressors and work life balance and its dimensions among women teachers during covid-19. The figures showing significant correlation values have been highlighted below.]

TABLE6. SHOWING RELATIONSHIP BETWEEN STRESSORS AND WORK LIFE BALANCE AND ITS DIMENSIONS

WLB & Dimensions Stressors and Total Stress	Work Interference with Personal life(WIPL) (reverse coded)	Personal Interference with Work(PIWL) (reverse coded)	Work Life Enhancement (WLE)	Total Work Life Balance
Powerlessness	-.519*	-.422**	.094	-.475**
Family & Household Work	-.605**	-.403**	-.029	-.562**
Lack of Support	-.642*	-.569**	.015	-.642**
Time Management	-.345**	-.255**	.079	-.299**
Harassment and Politics	.085	.092	-.283**	-.003
Total Stress	-.695**	-.528**	-.011	-.666**
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Note: WIPL and PIWL are reverse coded

3.5 Impact of Stressors on WLB

All the assumptions of regression analysis are fulfilled in this case. R² coefficient of determination explains the amount of variance explained in percentage terms by the independent variables in the dependent variable. In other terms how much movement in dependent variables is explained by independent variables? Its value has to be greater than .3.

The table 7. below shows the value of adjusted R² is .499, meaning thereby that the model explains 49.9 % of the variance. In simple terms, the independent variables, i.e. Non Work Related factors and Teachers Stress Inventory are able to explain 49.9 % of the variance in the given model. These values are significant as the p-value is .000. It indicates that the combination of these variables are significantly (p<.001) predicts the dependent variable. That means it is a good fit of data and the Null Hypothesis 2: There is no significant impact of Stressors on Work Life Balance during Covid-19-Null stands rejected. So, it can be made-up that there is a significant impact of stressors on Work Life Balance of Women Teachers in the Private Education Sector in Himachal Pradesh while working from home during Covid-19.

TABLE 7 MODEL SUMMARY (REGRESSION RESULTS)

Model	R (Multiple coefficient correlation)	R Square (Portion of variance accounted for by the stressors)	Adjusted R Square	Std. Error of the Estimate (standard deviation of the expected value of Work Life Balance)

1	.706 ^a	.499	.486	5.93557
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The standardized Beta coefficients of each variable explain the contribution of each independent variable when measured on same scale. They are interpreted similarly to correlation coefficients or factor weights. Also the significant values explain that which of the independent variable is statistically significant. When Work Life Balance was predicted it was found that Powerlessness (Beta = -0.142, $p < .01$), Family & Household Work (Beta = -.259, $p < .05$), Lack of Support (Beta = -.433, $p < .05$) were significant predictors. Time Management and Harassment & Politics were not a significant predictor (Beta = -0.026, n.s.) and (Beta=-.027, n.s.). The overall model fit was $R^2 = 0.499$. The B values indicates the relative influence of the variable, that is, lack of support (Beta=-.433) has the greatest influence, followed by Family & Household Responsibilities (Beta=-.259) and then Powerlessness (Beta=-.142)

4. CONCLUSIONS & RECOMMENDATIONS

The current study endeavour to examine work life imbalance, to identify the stressors, to determine the stress level and to study the impact of stress on Work Life Balance of women teachers while working from Home during Covid-19 in the Private Education Sector in Himachal Pradesh revealed various perceptions and experiences. It was concluded that women teachers were experiencing high stress. In a similar study more stress was reported by women than their counterparts (Kaushal 1998). The major stressors were identified Family & household work (unpaid work), powerlessness and lack of support that were causing high stress among women teachers working from home due to Covid-19. It was found that maximum respondents experienced high level of stress and high level of work life Imbalance. In a similar study it was found that working from home for women increases the number of hours of work due the gender differences in the responsibilities shared at home Messenger and Gschwind (2016) they the boundary between work and life is blurred. In another similar study it was found women professors experience more stress Sliškočić and Seršić (2011). So, a strong need was felt to develop a stress-busting mechanism.

Family and Household work portrayed the extra burden of unpaid work women are experiencing while working from home with minimum family help or lack of domestic help. Sharing of all household and childcare responsibilities by all family members and reducing gender inequality in terms of unpaid work can be helpful to curb such stressor. Powerlessness exhibited the stress caused by lack of control and say in various decisions of the institutions like salary cut, delay in salary, job loss, use of virtual platforms and technology, mode of examination and lack of control over students on virtual platforms like internet failure and children not having requisite online facilities. It also hinted at the powerlessness individuals was experiencing due to various health problems like anxieties and frustration during this pandemic over which they have no control. The findings are in line with research from Cooper and Kurland (2002, p. 531) in which it was found that virtual working limit the possibilities for organizational promotion and support. It is suggested to involve teachers in all decisions being made and seeking their suggestions, through various online counselling sessions can give them a feeling of involvement and achievement.

Lack of support showed that women were felt alone in this warfare with all the burden of professional and personal life vested upon her. It is surprising that neither people from professional life (administrators, colleagues, students, parents of students) nor anyone at home found understanding seriously the women problem of getting habitual to new forms of workspaces (virtual), adapting to technology, doing extra unpaid work and overcoming health issues, women are constantly facing. So it is suggested that superiors and members of family shall support her in handling the pandemic created work and domestic environment of newness and uncertainty. The

matter of the fact is that women also need some time to adapt to changes and to invest in themselves for aptness.

Time mismanagement was another stressor that was identified by women for dual responsibilities of career and care of children and elders. Time mismanagement due to work overload at the workplace is similar to the findings that university professors have excessive workload beyond their teaching duties, such as administrative tasks, research, or organizing seminars Slišković and Seršić (2011).

It is suggested that priorities need to be defined and role clarity with clear focus can be helpful at individual level women can excel in time management. However, online courses on time management and Work life balance, meditation and Yoga, disaster Management organised for their female faculty can be helpful. More so training programs should be organized regarding use of various online apps like Google meet, Cisco WebEx, Zoom etc. In this connection some discretion should be given to them in terms of scheduling of their classes and which Virtual platform to use for classes. At govt level, ministry of education may take an initiative to peep into the curriculum and make a revision in syllabi, assignment and viva-voce pattern, examination pattern as per the requirements during this phase of covid-19. In view of online teaching and examinations any undesired matter sharing causing disturbance and harassment while working from home, it is essential to set up a proper Internal Complaint Committee and train them regarding dealing with such instances of Virtual threats. Further a strong need has been felt that educational institutions should give training to their employees and students regarding cyber crimes and security, awareness of all provisions under POSH Act, 2013.

From the findings it was concluded that work is significantly affecting personal life as home has been replaced by work responsibilities. It is suggested that women need to clearly define the line between work and family commitments and allocate the time creatively. However, any negligence and confusion or over occupancy may result in health problems as work from home is a totally new practice in India especially in the teaching profession. But for maintaining a healthy work-life balance it is recommended that play to your strengths, don't try pleasing all people, prioritize your time, know your peaks and troughs, have some personal time, have set work hours and more importantly stick to them.

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