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"A Study On Quality of Work Life Among College Teachers During Pandemic Situation - With Reference to Ernakulam District"

[1] Subha T., [2] Gissmol Mary

[1]Assistant Professor, Department of Banking and Financial Services, St Paul's College, Kalamassery, India
[2]Assistant Professor, Department of Banking and Financial Services, St Paul's College, Kalamassery, India
Email - [1]subhat88@gmail.com, [2] gissmolmary115@gmail.com

Abstract: *This study emphasizes the quality of work life pattern of college teachers in aided and self-financing streams on teaching & learning, socio demographic variables and work life balance during covid times. There are many components like job satisfaction, professional isolation, work life balance, stress, organizational commitment etc. which affect quality of online teaching. The study focuses on teaching effectiveness, work life balance and level of satisfaction among college teachers. In this study teaching effectiveness is evaluated by comparing the components of online classes and physical classes. The study identifies the difference between personal life and professional life. The study also measures the level of satisfaction of teachers based on demographic factors. Data were collected from more than 50 teachers of Ernakulam district using questionnaires. The data were analyzed using different statistical tools. It was found that most of the teachers strongly believe that physical classrooms are more effective than virtual classes. However, from the viewpoint of work life balance teachers were of the opinion that they found it difficult to balance between work mode and home mode even though they could be present with the family. They have to spare more time and effort for teaching to get the effect of physical classes. They also faced low levels of satisfaction due to professional isolation, low income, inadequate development programme, health issues etc. Thus, measures have to be adopted to improve the level of satisfaction and general wellbeing of the teachers by the government and educational institutions.*

Key Words: *Quality of work life, virtual classes, job satisfaction, work life balance, Techno-blend.*

1. INTRODUCTION:

The research work "A Study On Quality Of Work Life Among College Teachers During Pandemic Situation - With Reference To Ernakulam District" emphasis on the quality of work life pattern of college teachers in aided and self-financing streams. The pandemic situation has changed the traditional teaching pattern into a techno blended pattern. This has made teachers and students tech-savvies. Various variables like job satisfaction, professional isolation, work life balance, stress etc affect quality of online teaching. The study focuses on teaching effectiveness, work life balance and level of satisfaction among college teachers. In this study teaching effectiveness is evaluated by comparing the components of online classes and physical classes. The study identifies the difference between personal life and professional life. The study also measures the level of satisfaction of teachers based on demographic factors. Data were collected from more than 50 teachers of Ernakulam district using questionnaires. The data were analyzed using different statistical tools. It was found that most of the teachers strongly believe that physical classrooms are more effective than virtual classes. However, from the viewpoint of the work life balance of teachers most of them were in the opinion that they can experience all the positives of work from home. But The effects of working from home were however highly heterogeneous by Marital status as well as by gender. One of the hardest parts of teaching from home is the increasing blur between work mode and home mode. Most of the adverse effects of work from home occurred in parents and especially in mothers with young children who did not experience any of the positive effects of working at home during the pandemic. They have to spare more time and effort for teaching to get the effect of physical classes. They also faced low levels of satisfaction due to professional isolation, low income, inadequate development programme, health issues etc. Thus, measures have to be adopted to improve the level of satisfaction and general wellbeing of the teachers by the government and educational institutions.

2. OBJECTIVES:

- To compare teaching effectiveness between virtual classes and physical classes.
- To analyze work life balance during pandemic
- To measure the level of satisfaction of college teachers based on their socio-demographic factors during pandemic

2.1 RESEARCH HYPOTHESIS:

1. H0: There is no significant difference between the effectiveness of teaching in virtual and physical classes during pandemic
2. H0: There is no significant difference between the work life in personal life and professional life during pandemic
3. H0: There is no association between level of satisfaction and socio demographic factors during pandemic.

3. LITERATURE REVIEW:

Prameela, Gottumukkala, Thota., Ghanta, & K, n.d. (2020): The present study focused on women educators work life balance as they are teaching remote. Convenience sampling was used and online data from 51 teachers working in reputed schools of Vijayawada, Andhra Pradesh was collected. To analyze balance between personal and professional life during pandemic, certain factors considered for the study are S1:You were prepared to take lockdown positively when it was announced, S2:Your employer has given time to get adjusted to work from home , S3:You were able to take care of your family needs while working at home, S4: You received family support while working, S5:You slowly adapted and prepared time schedule to balance , S6: Work from home is stressful, S7:You must have a line between personal and professional life , S8: Your productivity levels are high in your work from home setup and S9:Your experience of communicating and interacting with other colleagues while working from home is good, Multiple Regression analysis technique was used and found that women educators are not able to balance their work and professional life.

C. Muthulakshmi(2018): The study was conducted among the teaching professionals of arts and science colleges in Tuticorin District. This study is an attempt to explore the tough challenges faced by the respondents in maintaining a balance between their personal and professional life. The study is based on primary data. A sample of 200 respondents was selected by random sampling method. The various factors affecting the work-life balance of respondents have been examined in this study. In this research, the different factors influencing the work-life balance of respondents were examined. The goal of this study is to understand the socio-economic profile of respondents, their perception of their job, work life balance, factors that affect their work life balance and imbalances, and the effect of work life balance and imbalances. The attitude of respondents about the impact of the balance of work life on life Satisfaction, the effect on their personal, social, family, environmental and psychological outlook of the work life balance has been achieved. The research also aims to assess the attitude of the respondents to manage the balance of work life. The relevant hypotheses were framed as the subject of the relational basis in order to address the goals, namely to test the presence of significant difference between working women on their work life balance problems, work life balance effect, outcome and way of managing aspects related to the work life balance through the relevant statistical tools.

Sundaresan (2014): This research explores the factors influencing working women's work-life balance and the effects of inadequate work-life balance. Data was collected from organizations/institutions in Bangalore City via a standardized questionnaire administered to 125 randomly selected working people. The response rate was approximately 93% and the data collected was evaluated statistically. Results show that, due to constant job pressure, too little time for themselves and the need to meet the expectations of others, a large proportion of working women have trouble juggling work and family.

4. MATERIALS:

"Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher." – Parker Palmer

Quality of work life - Work life quality refers to the favorability (or) unfavourability of job enrichment for human beings. It refers to the quality of the employee relationship and the total workforce Ambience.

Functions of Quality of Work Life

Quality of work life concerned with overall climate of work situation, quality of family and life satisfaction, higher skills (or) work and to provide an environment that encourages to improve skills.

Factors of Quality of Work Life

Figure 1: Factors Affecting Quality of Work Life

Work–life balance is the equilibrium between personal life and career work.

Online Teaching Effectiveness is based on the premise that, for a satisfactory educational experience, three aspects are necessary:

Student-Faculty Interaction

Active Teaching & Learning

Student Cooperation

Student Evaluation & Assessment

Socio-Demographic variables are for example, age, sex, Marital status, Family involvement, Job involvement, and income. These factors provide socio-economic status, which combines level of satisfaction in education and income.

Techno Blended Learning

5. METHOD :
POPULATION: College teachers of Ernakulam District form the population for our study.
SAMPLE SIZE: Sample size taken is 52 consisting of college teachers in Ernakulam District. The questions provide a quantitative insight on the topic of study.

RESEARCH DESIGN: The design (or) blue prints an essential part of the research. The study is carried out by adopting an exploratory and descriptive study.

SAMPLING/TECHNIQUES: Sampling design is to clearly define a set of objects, technically called the universe and the sampling design used in the study is probability sampling. The sampling technique is "Simple random sampling" of probability sampling method

TOOLS OF DATA COLLECTION: In this study the researcher has used questionnaire as a tool the questionnaire consist of 25 question in 5-point scale

COLLECTION OF DATA: Primary data & Secondary data. The objectives of the study were met by collecting data from primary and secondary sources.

6. ANALYSIS & FINDINGS:

Data was collected using random sampling technique. The data was obtained from 52 respondents of Ernakulam district. The hypothesis of the study was tested using Chi - Square test. The sample consisted of 15 male and 37 females. Out of 52 respondents 34 were married and 18 are single. 52% of the respondents were in the age group of 20-30 years. 33% belongs to the age group 30-40 years and 15 % belongs to the age group of 40-50years.

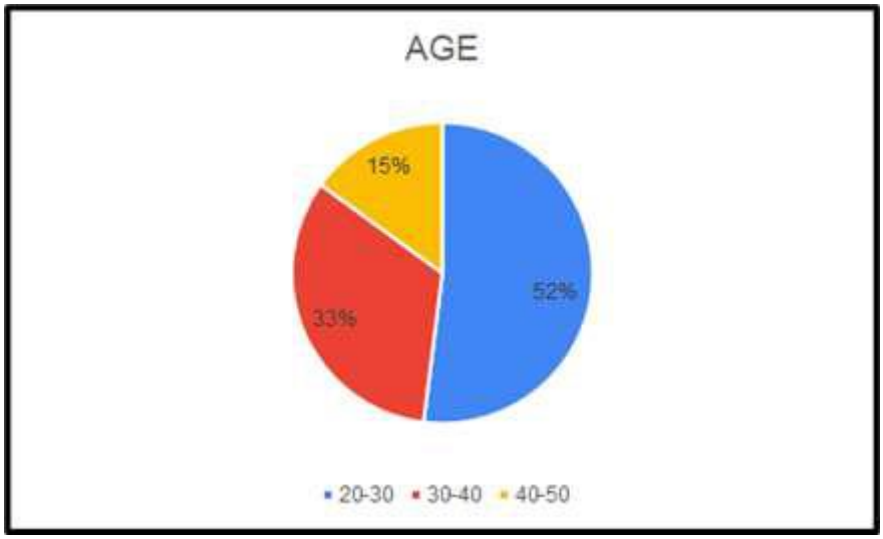

Chart 1: Shows the age composition of the sample

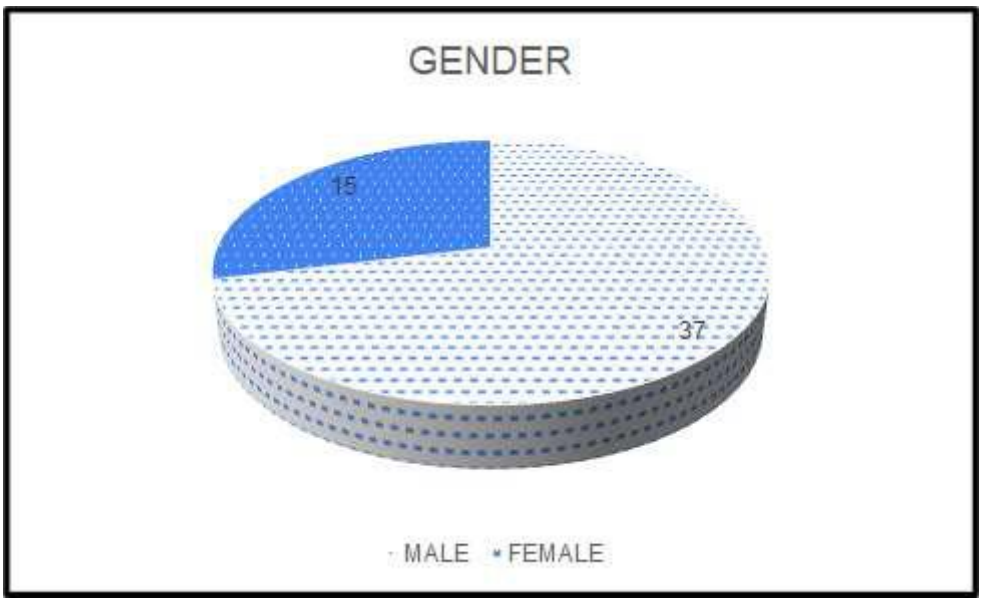

Chart 2: Shows the age composition of the sample.

Chart 3: Shows the marital status of the sample

H0:There is no significant difference between the effectiveness of teaching in virtual and physical classes during pandemic

Components of teaching in virtual classes (Percentage)					
Components	**VERY SATISFIED**	**SATISFIED**	**NEUTRAL**	**DISSATISFIED**	**VERY DISSATISFIED**
SATISFIED WITH FACE TO FACE INTERACTION WITH STUDENTS	8	10	23	40	19
TECHNICAL ISSUES	12	17	23	40	8
PRACTICAL SESSION	4	10	17	48	21
RESPONSE FROM STUDENTS	13	13	19	37	17
MENTOR MENTEE RELATIONSHIP	8	21	23	42	6
STUDENT APPRAISAL AND EVALUATION	13	23	33	25	6

Table 1: Table shows Components of teaching in virtual classes in Percentage

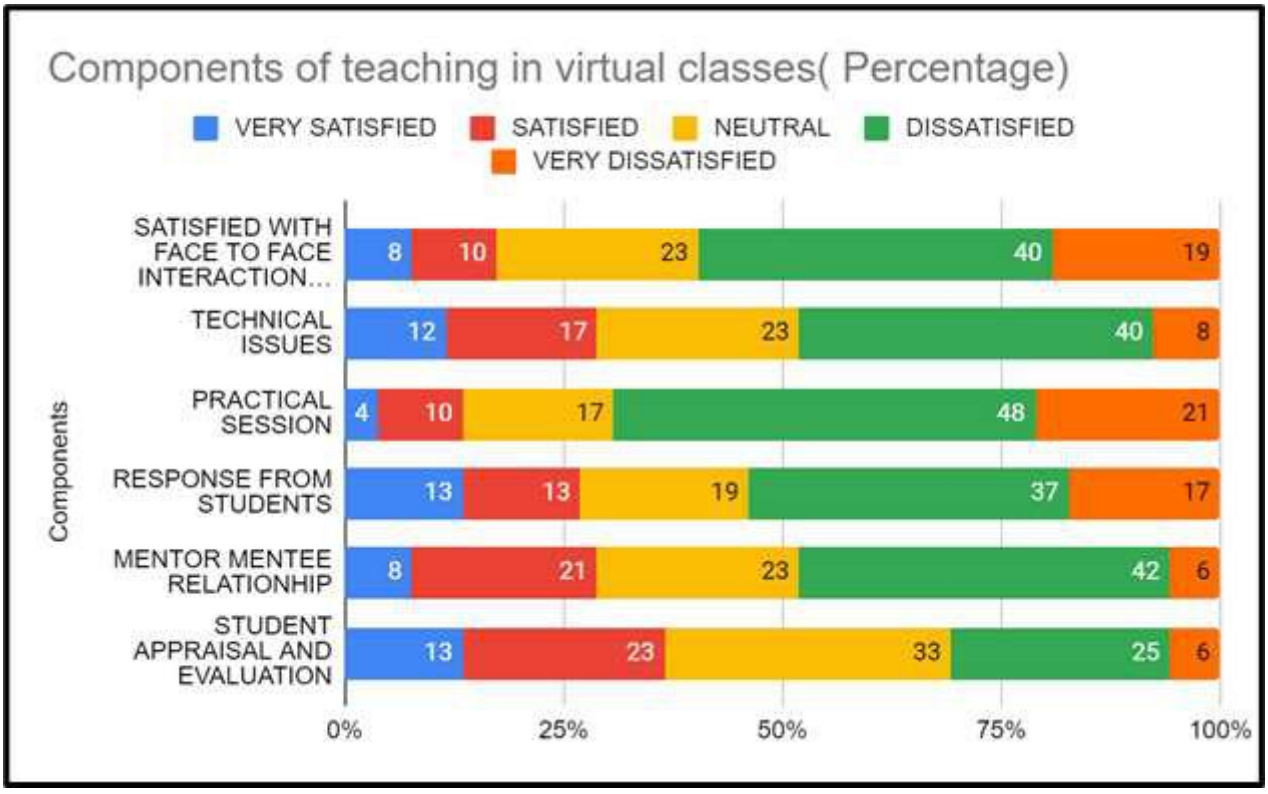

Chart 4: Chart shows Components of teaching in virtual classes in Percentage

The following Components of teaching in virtual classes were analyzed

1. Face to Face interaction
2. Technical Issues
3. Practical Sessions
4. Students' response
5. Mentor-Mentee Relationship
6. Student appraisal and evaluation.

All these components were affected during virtual classes. Most of the respondents were dissatisfied with these aspects in virtual teaching. Out of these components more dissatisfaction was on face to face interaction, technical issues, practical sessions and student response which is important in a teacher student relationship. These aspects are important to mold students and for their proper appraisal and evaluation.

FACTORS AFFECTING VIRTUAL TEACHING					
COMPONENTS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
USE FEWER RESOURCES FOR TEACHING ONLINE COURSES COMPARED TO TRADITIONAL TEACHING.	4	38	13	37	8
MORE CREATIVE IN TERMS OF THE RESOURCES USED FOR THE ONLINE COURSE.	29	48	10	12	2
DO YOU AGREE THAT YOUR STUDENTS CAN ACCESS YOUR CLASS FROM ANY PLACE IN THE WORLD.	37	31	21	8	4
SUITABLE FOR PHYSICALLY AND MENTALLY CHALLENGED STUDENTS	19	29	31	12	10

Table 2 : Table shows virtual teaching factors

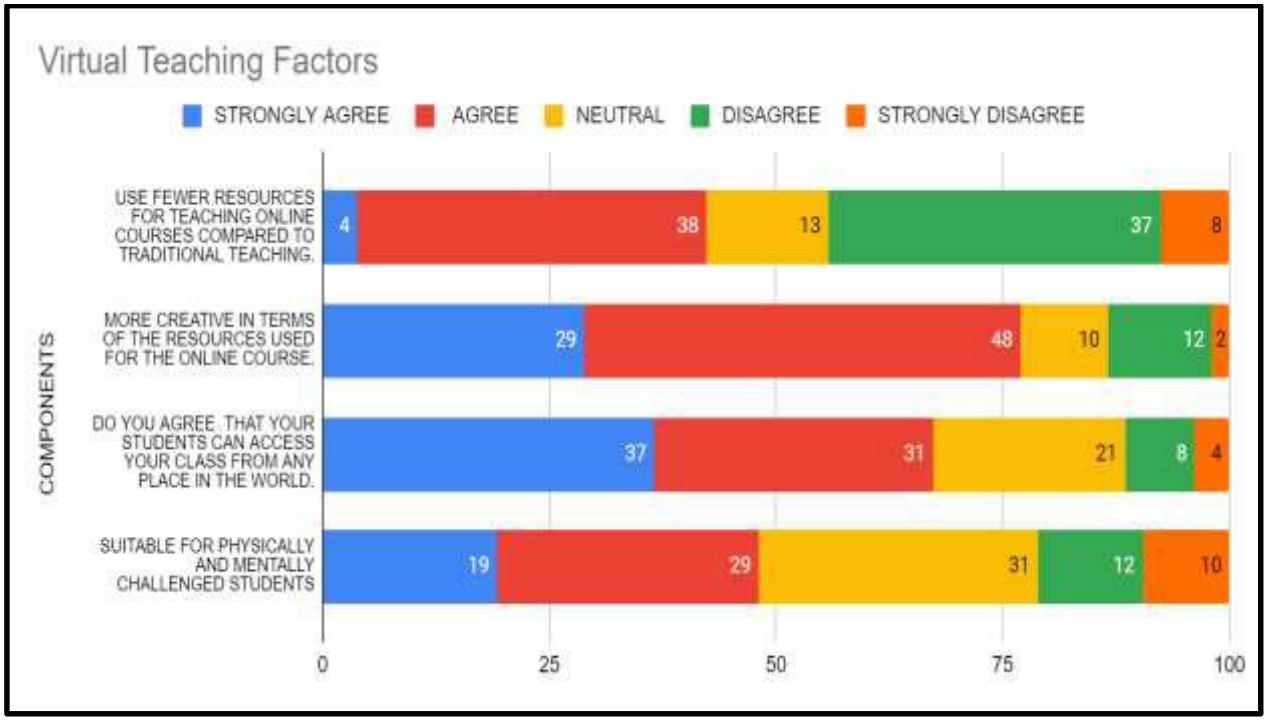

Chart 5 : Chart shows virtual teaching factors

1. In terms of resources 38 % agree that they use fewer resources for online teaching and 37 % of teachers disagree that they use more resources during covid times.
2. In terms of creative use of resources 48 % agree that they adopt new strategies and techniques to accomplish online teaching to be effective.
3. In terms of student access , 37 % strongly agree and 31 % agree that the student from different areas can easily access the class .
4. Most of the respondents opined that for physically and mentally challenged students online classes are better as they attend it from their own place of comfort and parents can monitor and help the students in their studies.

Preferability between online teaching and offline teaching in Long Run

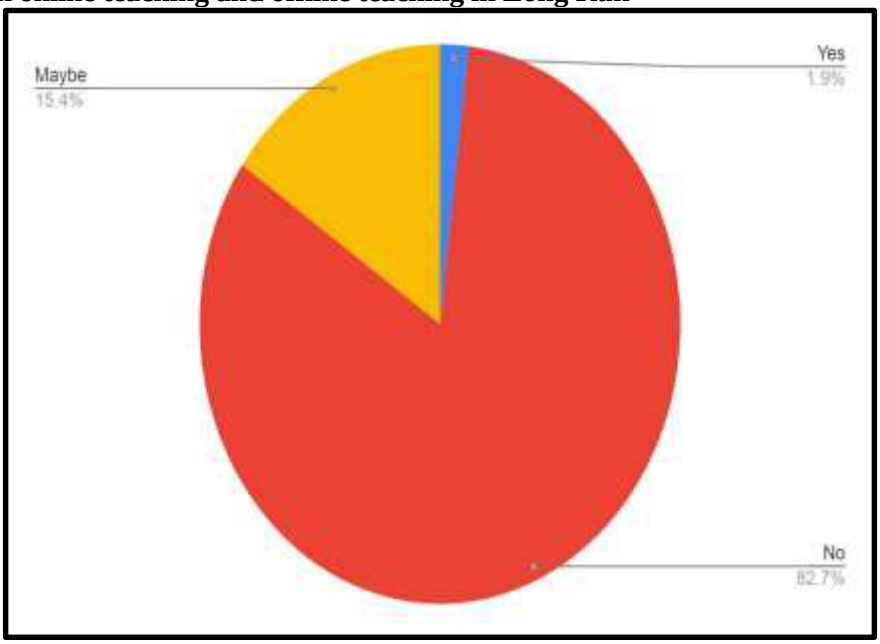

Chart 6 : Chart showing Preferability Between online Teaching and offline teaching in long run

The above pie chart shows the preference of teachers to continue online teaching once the situation is normal. Above 80% of the respondents are unwilling to continue online classes.

H0:There is no significant difference between the work life balance in personal life and professional life during pandemic

(Level of Significance=5%)

1. **Gender wise Analysis**

VARIABLES	*GENDER*	*DoF*	*TABLE VALUE*	*CALCULATED VALUE*	*REJECT /ACCEPT*
H1:There is no significant relation between work life balance and personal life					
PERSONAL LIFE SUFFERS	M-18 F-34	2	5.991	7.96	CV>TV REJECT
H2: There is no significant relation between work life balance and working hours					
INCREASED WORKING HOURS	M-18 F-34	2	5.991	3.47	CV<TV ACCEPT
H3: There is no significant relation between work life balance and increased workload					
INCREASED WORKLOAD	M-18 F-34	2	5.991	1.84	CV<TV ACCEPT
H4:There is no significant relation between work life balance and monotony in work					
MONOTONY IN WORK	M-18 F-34	2	5.991	5.12	CV<TV ACCEPT
H5: There is no significant relation between work life balance and involvement in family matters					
DEMANDING MORE INVOLVEMENT IN FAMILY MATTERS	M-18 F-34	2	5.991	7.96	CV<TV REJECT
H6: There is no significant relation between work life balance and health issues					
HEALTH ISSUES	M-18 F-34	2	5.991	2.36	CV<TV ACCEPT

H7: There is no significant relation between work life balance and face to face interaction					
ONLINE ENVIRONMENT TAKES MORE TIME THAN A FACE-TO-FACE CLASS TO EFFECTIVELY ACCOMPLISH	M-18 F-34	2	5.991	2.32	CV<TV ACCEPT
H8: There is no significant relation between work life balance and Distraction					
POSSIBILITY OF DISTRACTIONS FROM OTHER FAMILY MEMBERS DURING ONLINE LECTURES	M-18 F-34	2	5.991	22.31	CV<TV REJECT
H9: There is no significant relation between work life balance and working role conflict					
WORK ROLE CONFLICT	M-18 F-34	2	5.991	17.41	CV<TV REJECT

Table 3: Table showing the work life balance in personal life and professional life during pandemic on the basis of gender

6.1 ANALYSIS AND FINDINGS:

H1: There is no significant relation between work life balance and personal life

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 7.96 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and personal life during pandemic.

H2: There is no significant relation between work life balance and working hours

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 3.47 which is less than table value 5.991. so, we accept the null hypothesis. There is no significant relation between work life balance and increased working hours during pandemic.

H3: There is no significant relation between work life balance and increased workload

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 1.84 which is less than table value 5.991. so, we accept the null hypothesis. There is no significant relation between work life balance and increased working load during pandemic.

H4: There is no significant relation between work life balance and monotony in work

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 5.12 which is less than table value 5.991. So, we accept the null hypothesis. There is no significant relation between work life balance and monotony in work during pandemic. Teachers are more flexible to work from home even though they feel bored in front of a screen.

H5: There is no significant relation between work life balance and involvement in family matters

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 7.96 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and involvement in family matters during pandemic.

H6: There is no significant relation between work life balance and health issues

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 5.12 which is less than table value 5.991. so, we accept the null hypothesis. There is no significant relation between work life balance and health issues during pandemic.

H7: There is no significant relation between work life balance and face to face interaction

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 2.32 which is less than table value 5.991. so, we accept the null hypothesis. There is no significant relation between work life balance and face to face interaction with students during pandemic.

H8: There is no significant relation between work life balance and Distraction

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 22.31 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and distraction from family members during pandemic.

H9: There is no significant relation between work life balance and working role conflict

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 17.41 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and distraction from family members during pandemic.

Thus, it was found that, in gender wise analysis majority of the results falls in acceptance region so we accept the null hypothesis

2.Marital Status Analysis

VARIABLES	Marital status	DoF	TABLE VALUE	CALCULATED VALUE	REJECT / ACCEPT
H1: There is no significant relation between work life balance and personal life					
PERSONAL LIFE SUFFERS	S- 20 M-32	2	5.991	6.45	CV<TV REJECT
H2: There is no significant relation between work life balance and working hours					
INCREASED WORKING HOURS	S- 20 M-32	2	5.991	6.36	CV<TV REJECT
H3: There is no significant relation between work life balance and increased workload					
INCREASED WORKLOAD	S- 20 M-32	2	5.991	7.31	CV<TV REJECT
H4: There is no significant relation between work life balance and monotony in work					
MONOTONY IN WORK	S- 20 M-32	2	5.991	7	CV<TV REJECT
H5: There is no significant relation between work life balance and involvement in family matters					
DEMANDING MORE INVOLVEMENT IN FAMILY MATTERS	S- 20 M-32	2	5.991	9.45	CV<TV REJECT
H6: There is no significant relation between work life balance and health issues					
HEALTH ISSUES	S- 20 M-32	2	5.991	1.64	CV<TV ACCEPT
H7: There is no significant relation between work life balance and face to face interaction					
ONLINE ENVIRONMENT TAKES MORE TIME THAN A FACE-TO-FACE CLASS TO EFFECTIVELY ACCOMPLISH	S- 20 M-32	2	5.991	0.87	CV<TV ACCEPT
H8: There is no significant relation between work life balance and Distraction					
POSSIBILITY OF DISTRACTIONS FROM OTHER FAMILY MEMBERS DURING ONLINE LECTURES	S- 20 M-32	2	5.991	7.96	CV<TV REJECT
H9: There is no significant relation between work life balance and working role conflict					
WORK ROLE CONFLICT	S- 20 M-32	2	5.991	6.45	CV<TV REJECT

Table 4: Table showing the work life balance in personal life and professional life during pandemic on the basis of Marital Status

6.2 ANALYSIS AND FINDINGS:

H1: There is no significant relation between work life balance and personal life

By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 6.45 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and personal life during pandemic.

H2: There is no significant relation between work life balance and working hours
By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 6.36 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and increased working hours during pandemic.

H3: There is no significant relation between work life balance and increased workload
By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 7.31 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and increased working load during pandemic.

H4: There is no significant relation between work life balance and monotony in work
By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 7 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and monotony in work during pandemic.

H5: There is no significant relation between work life balance and involvement in family matters
By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 9.45 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and involvement in family matters during pandemic.

H6: There is no significant relation between work life balance and health issues
By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 0.87 which is less than table value 5.991. so, we accept the null hypothesis. There is no significant relation between work life balance and health issues during pandemic.

H7: There is no significant relation between work life balance and face to face interaction
By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 2.32 which is less than table value 5.991. so, we accept the null hypothesis. There is no significant relation between work life balance and face to face interaction with students during pandemic.

H8: There is no significant relation between work life balance and Distraction
By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 7.96 which is greater than table value 5.991. so, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and distraction from family members during pandemic.

H9: There is no significant relation between work life balance and working role conflict
By applying Chi square test at 5% level of significance and 2 degree of freedom the value obtained is 6.45 which is greater than table value 5.991. So, we reject the null hypothesis and accept the alternative hypothesis. There is a significant relation between work life balance and distraction from family members during pandemic.

Therefore, it is concluded that, in marital status analysis majority of the results falls in rejection region so we reject the null hypothesis

Thus, there is a significant difference between the work life in personal life and professional life during pandemic This shows that female married teachers suffer during pandemic because they find it difficult to maintain balance between work mode and home mode.

H0: There is no significance of differences between level of satisfaction and socio demographic factors

1. **Gender Wise Analysis**

VARIABLES	GENDER	DoF	TABLE VALUE	CHI SQUARE	KARL PEARSON COEFFICIENT OF CONTINGENCY	REJECT /ACCEPT
H1:There is no significant relation between level of satisfaction and Income						
INCOME	M-18 F-34	2	5.991	3.27	0.24	CV<TV ACCEPT

H2: There is no significant relation between level of satisfaction and JOB SATISFACTION						
JOB SATISFACTION	M-18 F-34	2	5.991	1.66	0.18	CV<TV ACCEPT
H3: There is no significant relation between level of satisfaction and PROFESSIONAL ISOLATION						
PROFESSIONAL ISOLATION	M-18 F-34	2	5.991	**3.83**	**0.069**	CV<TV ACCEPT
H4:There is no significant relation between level of satisfaction and SELF DEVELOPMENT						
SELF DEVELOPMENT	M-18 F-34	2	5.991	1.88	0.19	CV<TV ACCEPT
H5: There is no significant relation between level of satisfaction and JOB STRESS						
JOB STRESS	M-18 F-34	2	5.991	5.21	0.30	CV<TV ACCEPT
H6: There is no significant relation between level of satisfaction and ORGANISATIONAL COMMITMENT						
ORGANISATIONAL COMMITMENT	M-18 F-34	2	5.991	11.17	0.42	CV<TV REJECT
H7: There is no significant relation between level of satisfaction and JOB SECURITY``						
JOB SECURITY	M-18 F-34	2	5.991	3.03	0.23	CV<TV ACCEPT

Table 6: Table showing the level of satisfaction and socio demographic factors on the basis of gender

6.3 ANALYSIS AND FINDINGS

H1: There is no significant relation between level of satisfaction and Income

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 3.27 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.24 there is a moderate association between level of satisfaction and Income.

H2: There is no significant relation between level of satisfaction and Job Satisfaction

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 1.66 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.18, there is weak association between level of satisfaction and Job Satisfaction.

H3: There is no significant relation between level of satisfaction and Professional Isolation

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 3.83 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.069 there is a weak association between level of satisfaction and Income.

H4: There is no significant relation between level of satisfaction and Self Development

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 1.88 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.19, there is weak association between level of satisfaction and Self Development.

H5: There is no significant relation between level of satisfaction and Job stress

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 5.21 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.30, there is a moderately low association between level of satisfaction and Self Development

H6: There is no significant relation between level of satisfaction and organizational Commitment

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 11.17 is greater than table value 5.99. We reject null hypothesis and accept alternative hypothesis. So as Karl Pearson's coefficient of contingency is 0.42 there is moderately high association between level of satisfaction and organizational Commitment.

H7: There is no significant relation between level of satisfaction and Job Security

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 5.21 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.23, there is a moderately low association between level of satisfaction and Job security.

2. Marital status

VARIABLES	Marital status	DoF	TABLE VALUE	CHI SQUARE	CALCULATED VALUE	REJECT /ACCEPT
H1:There is no significant relation between level of satisfaction and Income						
INCOME	S- 20 M-32	2	5.991	4.20	0.27	CV<TV ACCEPT
H2: There is no significant relation between level of satisfaction and JOB SATISFACTION						
.JOB SATISFACTION	S- 20 M-32	2	5.991	0.10	0.04	CV<TV ACCEPT
H3: There is no significant relation between level of satisfaction and PROFESSIONAL ISOLATION						
PROFESSIONAL ISOLATION	S- 20 M-32	2	5.991	1.41	0.16	CV<TV ACCEPT
H4: There is no significant relation between level of satisfaction and SELF DEVELOPMENT						
SELF DEVELOPMENT	S- 20 M-32	2	5.991	0.36	0.08	CV<TV ACCEPT
H5: There is no significant relation between level of satisfaction and JOB STRESS						
JOB STRESS	S- 20 M-32	2	5.991	2.57	0.22	CV<TV ACCEPT
H6: There is no significant relation between level of satisfaction and ORGANISATIONAL COMMITMENT						
ORGANISATIONAL COMMITMENT	S- 20 M-32	2	5.991	6.93	0.34	CV<TV REJECT
H7: There is no significant relation between level of satisfaction and JOB SECURITY						
JOB SECURITY	S- 20 M-32	2	5.991	1.07	0.14	CV<TV ACCEPT

Table 7: Table showing the level of satisfaction and socio demographic factors on the basis of Marital Status

6.4ANALYSIS AND FINDINGS

H1: There is no significant relation between level of satisfaction and Income

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 4.20 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.27, there is a moderately low association between level of satisfaction and Income.

H2: There is no significant relation between level of satisfaction and Job Satisfaction

By applying chi square and Karl Pearson's coefficient of contingency the calculated value 0.10 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.04 there is weak association between level of satisfaction and Job Satisfaction

H3: There is no significant relation between level of satisfaction and Professional Isolation

By applying chi square and Karl Pearson's coefficient of contingency the calculated value1.41 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.16, there is weak association between level of satisfaction and Income.

H4: There is no significant relation between level of satisfaction and Self Development
By applying chi square and Karl Pearson's coefficient of contingency the calculated value 0.36 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency there is 0.08 weak association between level of satisfaction and Self Development.

H5: There is no significant relation between level of satisfaction and Job stress
By applying chi square and Karl Pearson's coefficient of contingency the calculated value 2.57 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency is 0.22 there is a moderately low association between level of satisfaction and Self Development

H6: There is no significant relation between level of satisfaction and Organizational Commitment
By applying chi square and Karl Pearson's coefficient of contingency the calculated value 6.93 is greater than table value 5.99. We reject null hypothesis and accept alternative hypothesis. So as Karl Pearson's coefficient of contingency is 0.34 there is moderately high association between level of satisfaction and Organizational Commitment.

H7: There is no significant relation between level of satisfaction and Job Security
By applying chi square and Karl Pearson's coefficient of contingency the calculated value 1.04 is less than table value 5.99. We accept null hypothesis. So as Karl Pearson's coefficient of contingency 0.14 there is a weak association between level of satisfaction and Job security.

Both the gender and marital analysis shows that all factors except one fall in the acceptance region. So, we accept null hypothesis there is no significant relation level of satisfaction and socio demographic variables during covid times. Because teachers are comparatively less struggling in COVID times on socio demographic factors.

7. RECOMMENDATIONS:

The covid-19 pandemic demanded online teaching as the only way to help our students to continue their learning without interruption and delay. However, it was identified that the Online education is difficult to reach for many students with limited or no access to computer or network connectivity at home. At the same time, it is difficult for teachers to bring the effect of offline classes into online classes.

Another aspect is the work life balance of college teachers. It was found that there was not much difference in the work life of college teachers. They could save much time and money which incurred in offline teaching in the way of travelling. However, whatever was saved during offline classes was utilized for online teaching. It was found that married teachers with children find it a bit difficult to have a balance in work because of the interference of children during the working hours.

Teachers were able to work simultaneously with two institutions for taking online classes. This helped them to maintain stability in income. In this way teachers got an opportunity to exhibit themselves in more institutions which helped in self-development and professional association.

They Thus it is recommended that in order to hold the standard and quality of education and to have better quality of work life the following aspects should be given due importance

a) Teachers can add student or parent volunteers to the online platform to make the online teaching effective. This way teachers can balance work mode and family mode

b) Create a mix of traditional forms of online learning with new audio and visual platforms that are more interactive. It makes the material more engaging and enjoyable to work with a mix of events, which increase student interaction with both the instructor and other learners. In this way student attention and involvement can be obtained.

c) Adopt effective evaluation methods for student evaluation through proctored online exams and presentation to ensure teaching effectiveness.

d) The study suggests that if less costs and less time are involved; the learning process becomes easier. Government should take initiative not only to provide electronic gadgets but also should encourage telecommunication companies to provide affordable recharge packages for students and teachers.

e)Designate time for work and household as same as in conventional teaching.

f) Government can launch platforms for providing online courses to students at a reasonable cost which help students as well as teachers.

8. CONCLUSION:

Education system was one of the sectors which coped up very fastly during the pandemic. This study revealed that the teaching effectiveness was affected to some extent mainly in student's appraisal and evaluation, student's involvement etc. However, the quality of work life didn't have much impact. The teachers as well as students were able

to identify the talents and skills in them. Many have started to mold their inborn talents along with ways to find new sources of income. Online teaching and learning have made teachers and students techno savvies. The techno blended teaching learning has made the education system strong enough to cope with any situation in future which affects physical classes.

However, online classes have affected the organizational commitment and involvement of teachers and students. Students lose exposure to the college environment.

Thus, it was identified that online teaching can be adopted only when the situation demands. But for long run it is not suggested by teachers as it affects the quality of education.

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