Effectiveness of Work-From-Home on Female College Teaching Staff Members During the Pandemic: A Theoretical Perspective

M. Asmath Haseena[1], Dr. P. Shymala[2]
[1]Research scholar, Madurai Kamaraj University, Madurai.
[2]Associate Professor & Head of Department of Management, Fatima college, Madurai.

Abstract
The Covid-19 has transformed many workplaces including schools and colleges dramatically, in which many teachers widespread all over the world became work from home employees (WFH) This paper aims to explore about the impact of work from home female teaching staff specifically in pandemic times. The paper examines from various theories and articles to explain about effectiveness of education at that time and challenges faced by the teaching staffs. Theories like gender role theory, social exchange theory, COR theory and self determination theory helps the author analyse the experience of those staff during pandemic. These will highlight domestic responsibility of staffs, how they are balancing between workplace and home, how they fix boundaries between their mental health and work, and so on. The paper provides a comprehensive overview of various researches including Indian studies to assess research gaps. It helps to study the role of management support during that time, to understand about institutional policy and support for the employees. Also to understand many challenges like workplace conflicts and stress faced at that time by the women teachers. By integrating all these perspectives, the paper provides an intense understanding about challenges faced by them and also provide some of the recommendations to support women teachers in the future
Keywords: female educators, gender roles, Covid pandemic, Work-life balance, organizational support, theoretical framework, work-from-home

1. INTRODUCTION

The COVID- 19 epidemic brought about unknown changes to the plant, compelling numerous sectors to borrow work- from- home(WFH) models, including the education sector, where remote tutoring came essential. For womanish council tutoring staff, WFH presented both openings and challenges, deeply impacting their professional and particular lives. On one hand, WFH handed inflexibility and allowed preceptors to continue their places despite the check of physical premises On the other hand, it also aggravated being issues of work- life balance, with womanish preceptors frequently bearing the fresh burden of managing ménage liabilities alongside their professional duties.

This paper examines the effectiveness of WFH for womanish council tutoring staff during the epidemic, exploring how factors similar as productivity, work- life balance, job satisfaction, and internal well- being were affected. Using a theoretical frame that incorporates Gender part proposition, Work- Life Conflict Theory, Conservation of coffers Theory, Social Exchange Theory, tone- Determination proposition, and part Strain proposition, this study aims to give a comprehensive understanding of the unique challenges and benefits endured by womanish preceptors. Unsexed prospects, the lapping places of caregiver and professional, and the unforeseen shift to digital platforms placed a strain on womanish preceptors, frequently leading to increased stress and dropped job satisfaction. This study is significant because it not only sheds light on the unsexed impacts of WFH on womanish preceptors but also provides recommendations for educational institutions to support staff members in conforming to remote or cold-blooded work models. By drawing on exploration and theoretical perspectives, this paper seeks to contribute to the broader understanding of how institutions can more support womanish preceptors, icing equity and sustainability in tutoring practices during unborn heads.

2. Objectives
1. To estimate the productivity of womanish tutoring staff working from home.
2. To assess the impact of WFH on their work- life balance.
3. To understand the situations of job satisfaction among womanish preceptors during the epidemic.
4. To give recommendations for better WFH practices in advanced education.

3. LITERATURE REVIEW

In recent times, there has been growing interest in understanding the impact of work- from- home(WFH) arrangements on professionals, especially womanish workers in the education sector. The COVID- 19 epidemic handed a unique occasion for experimenters to study the challenges and benefits of remote work for women, particularly in tutoring professions. This review focuses on recent studies from India and other countries, addressing productivity, work- life balance, internal health, and job satisfaction among womanish preceptors.

3.1 Indian Studies

Impact on Productivity and Teaching Quality:
A study by **Soni and Kumar(2021)** explored the effectiveness of WFH on tutoring quality among womanish faculty members in Indian universities. The study set up that while online tutoring allowed for durability in education, 68 of womanish preceptors felt their productivity dropped due to technological challenges and the absence of formal work surroundings. likewise, the fresh ménage liabilities made it delicate to manage online classes effectively.

Work- Life Balance and Unsexed liabilities:
In their exploration, **Verma and Gupta (2022)** examined the effect of WFH on work- life balance for womanish preceptors in India. The findings stressed the increased burden of domestic work, as 72 of repliers reported that the lack of clear boundaries between work and home life significantly impacted their well- being and productivity. The study emphasized that WFH increased the emotional and physical labor for womanish staff, who were frequently primary caregivers.

Mental Health Challenges :
Singh et al. (2023) explored the cerebral goods of WFH on womanish preceptors at Indian sodalities during the epidemic. Their check indicated that over 60 of repliers endured heightened stress situations due to balancing professional liabilities with childcare and ménage chores. The lack of institutional support for internal health services aggravated the situation, with numerous actors expressing a need for better managing mechanisms.

Digital Divide and Resource Accessibility
A study conducted by **Das and Chatterjee(2020)** stressed the challenges faced by womanish faculty members in pastoral andsemi-urban areas of India. The experimenters set up that limited access to high-speed internet and acceptable technology oppressively hampered the tutoring effectiveness of womanish preceptors, particularly those from marginalized communities.

Institutional Support for womanish preceptors
Rao and Bhat (2021) anatomized the institutional programs in place during the epidemic to support WFH for tutoring staff. The study set up that only 40 of the surveyed institutions handed necessary technological coffers and flexible work programs acclimatized to the requirements of womanish staff. This lack of structured support systems left numerous womanish preceptors floundering to meet both professional and domestic demands.

3.2 Studies from Other Countries

WFH and Job Satisfaction in Higher Education (UK). A study by **Johnson et al.(2020)** in the United Kingdom explored the relationship between WFH and job satisfaction among womanish academics. The exploration showed mixed results, with 45 of actors reporting advanced job satisfaction due to increased inflexibility, while others stressed challenges similar as insulation, lack of peer commerce, and difficulty maintaining work- life boundaries.

Online tutoring and Gender difference(USA)
Exploration by **Allen and Roberts(2021)** in the United States examined gender difference in the effectiveness of online tutoring during the epidemic. The study set up that womanish faculty members were disproportionately affected by WFH programs, with 65 reporting difficulty managing both tutoring and domestic liabilities. also, numerous women felt that institutional prospects regarding online tutoring were n't sufficiently flexible.

Cultural Context and womanish preceptors' gests (Turkey)
A study conducted in Turkey by **Demir and Aydin(2022)** explored the artistic factors impacting the gests of womanish preceptors working from home during the epidemic. The exploration stressed that artistic prospects regarding gender places significantly told the WFH experience, with 80 of womanish preceptors reporting increased domestic work liabilities alongside their tutoring duties. This had a negative impact on their productivity and professional growth.

Technological Challenges in Remote Teaching (Brazil)

Pereira et al. (2021) anatomized the technological challenges faced by womanish faculty members in Brazilian universities during the epidemic. The study revealed that a lack of training in online tutoring tools, combined with inadequate access to necessary technology, significantly hampered the capability of womanish preceptors to acclimatize to WFH. further than 70 of repliers reported difficulties in delivering lectures and maintaining pupil engagement in online settings.

Balancing Parenthood and Professionalism (Australia)

An Australian study by **Nguyen and Carter (2023)** explored how womanish preceptors with youthful children managed WFH during the epidemic. The findings indicated that while flexible working hours were appreciated, 65 of womanish faculty members plodded to balance parenthood duties with tutoring liabilities. The study called for the perpetration of family-friendly programs that accommodate the requirements of women in academia.

The COVID- 19 epidemic introduced a range of challenges for womanish preceptors working from home, particularly in the advanced education sector. Several studies have proved these difficulties, with a focus on productivity, internal health, work- life balance, and access to coffers. This literature review outlines the major challenges faced by womanish council tutoring staff during the epidemic, representing studies from colorful regions, including India and other countries.

Increased Domestic liabilities

One of the most extensively honored challenges for womanish preceptors during the epidemic was the increase in domestic liabilities. Due to traditional gender places, women were frequently anticipated to manage ménage chores, childcare, and family scores in addition to their professional duties.

Verma and Gupta (2022) in their study of womanish preceptors in India, set up that 72 of repliers plodded with balancing ménage chores and professional tutoring duties. The lack of clear boundaries between particular and professional spaces was a significant stressor. Also, **Demir and Aydin (2022)** noted in Turkey that artistic prospects added to the burden of domestic work for womanish preceptors. Women were frequently anticipated to manage home- related liabilities, and this impacted their capability to concentrate on their tutoring places.

Decline in Productivity

Numerous womanish preceptors reported a significant decline in their productivity due to the contending demands of work and home life. The shift to online tutoring also needed fresh medication, technological chops, and pupil engagement sweats, which added to the workload.

Soni and Kumar(2021), in their check of Indian womanish faculty members, set up that 68 reported a decline in productivity. The study stressed that working from home, coupled with shy digital structure, led to increased work hours, affecting both their performance and well- being.

In the United States, Allen and Roberts(2021) set up analogous results. womanish faculty members reported that their productivity was impacted by constant interruptions and the pressure to manage ménage duties while transitioning to a completely online tutoring model.

Technological walls and Resource Accessibility

A significant challenge, particularly for preceptors in developing countries, was the lack of access to acceptable technological coffers and the digital peak. This issue was more pronounced for womanish preceptors in pastoral orsemi-urban areas.

Das and Chatterjee(2020) proved the digital peak in pastoral corridor of India. The study set up that womanish preceptors in pastoral sodalities demanded access to high- speed internet, which hampered their capability to conduct online classes effectively. This technological gap not only impacted the quality of tutoring but also increased stress situations for preceptors trying to meet professional norms.

Pereira et al.(2021) in Brazil also emphasized analogous technological walls, particularly for womanish faculty members. Limited access to bias and a lack of familiarity with digital tools created significant obstacles for women trying to manage online courses and engage scholars effectively.

Mental Health and Emotional Stress

The epidemic brought an increase in internal health challenges, with numerous womanish preceptors reporting heightened stress, anxiety, and collapse. The blurring of professional and particular boundaries, combined with the pressures of constant multitasking, aggravated emotional stress.

4. Theoretical Framework

1. Gender Role Theory

Gender Role Theory developed **by Alice H. Eagly and Wendy Wood**. The theory posits that society prescribes different places and liabilities to men and women, frequently placing women in the caregiving and domestic work spheres. During the epidemic, the work- from- home model accentuated traditional gender places for womanish preceptors, making it harder for them to separate professional duties from ménage liabilities. Female preceptors frequently had to manage the double burden of professional work (tutoring, meetings, grading) and domestic liabilities (childcare, eldercare, housework). The proposition helps explain why numerous womanish preceptors endured advanced situations of stress and dropped productivity as they balanced these binary places. Use this proposition to dissect how traditional gender morals, corroborated by the epidemic's demands, disproportionately affected womanish tutoring staff.

2. Work- Life Conflict Theory

Work- Life Conflict Theory Formulated by **Jeffrey H. Greenhaus and Nicholas J. Beutell.** The theory focuses on the pressures and conflicts that arise when the demands of work and particular life are inharmonious. Work- life conflict is particularly acute when individualities are unfit to adequately fulfill their places in either sphere due to time constraints or contending demands.

For womanish preceptors, the blurring of boundaries between work and home life during the epidemic led to significant work- life conflict. Dissect how remote tutoring extended work hours (answering emails, grading late at night) and how the lack of formal separation between work and home aggravated this conflict. This proposition can explain how inordinate work- life conflict contributed to collapse, job dissatisfaction, and internal health issues among womanish tutoring staff.

3. Conservation of Resources (COR) Theory

Conservation of coffers (COR) Theory, developed by **Stevan E. Hobfoll,** posits that individualities strive to acquire, cover, and retain precious coffers (time, energy, attention). When coffers are hovered, individualities experience stress and collapse. The epidemic depleted the coffers of womanish preceptors, leading to negative issues similar as increased prostration and reduced work effectiveness. Female preceptors, facing increased caregiving liabilities and constant multitasking, likely endured a reduction of their particular and professional coffers.

Use COR proposition to explain how these preceptors plodded to save the coffers necessary for their work, similar as time, focus, and energy, leading to advanced situations of fatigue and reduced tutoring efficacity. The proposition also helps frame the goods of institutional support, or warrant thereof, as a resource that could alleviate stress.

4. Social Exchange Theory

Social Exchange Theory proposed by **Peter M. Blau** and expanded upon **by George C. Homans and Richard Emerson** and the theory posits that connections and relations are grounded on reciprocity — individualities assess the benefits and costs of their relations, and when the balance is disposed(e.g., further trouble with smaller prices), dissatisfaction occurs. In the environment of WFH, womanish preceptors may perceive that they're investing further trouble (extended hours, multitasking) but entering lower recognition or institutional support. Use this proposition to examine the perceived lack of reciprocity for womanish preceptors who faced fresh burdens during the epidemic but did n't admit commensurable recognition, support, or inflexibility from their institutions. This can explain passions of frustration or advancement among womanish preceptors, especially when their benefactions weren't conceded, or they felt trespassed without corresponding prices (e.g., career advancement or acceptable compensation).

5. Self-Determination Theory (SDT)

Self-Determination Theory (SDT) proposed by **Edward L. Deci** and **Richard M. Ryan**, focuses on mortal provocation and cerebral well- being, emphasizing the need for autonomy, capability, and relatedness. When individualities feel independent and competent, they're more motivated and satisfied with their work. still, if these requirements are frustrated, it leads to collapse and reduced performance. Numerous womanish preceptors may have endured a loss of autonomy during WFH, as they had to manage increased domestic liabilities and felt constrained by institutional demands. Dissect how the absence of clear boundaries and the incapability to manage their schedules or maintain a sense of control contributed to

frustration and lower job satisfaction. SDT also applies to the sense of capability. With the unforeseen shift to online tutoring, womanish preceptors may have felt unrehearsed, leading to passions of inadequacy or stress.

6. Role Strain Theory
Role Strain Theory developed by **William J. Goode** and later expanded by **Leonard I. Pearlin**, explores the difficulties individualities face when they're overwhelmed by the demands of their social places. During the epidemic, numerous womanish preceptors endured part strain due to the lapping demands of their professional tutoring places and their domestic and caregiving liabilities.

Female preceptors faced significant part strain as they tried to fulfill their places as preceptors and caregivers contemporaneously. This led to emotional prostration, dropped productivity, and passions of inadequacy in one or both places. Part Strain proposition can be used to bandy how managing disagreeing places, with limited institutional support, led to collapse and dropped job satisfaction.

5. Suggestions for Future Perspectives
a. Suggestions for Women Faculty preceptors
Establish Clear Boundaries. Setting distinct boundaries between work and particular life can reduce work-life conflict. Designating a specific workspace at home and defining work hours can help maintain a balance and ameliorate productivity.

Use Time- Management and Productivity Tools
Employ digital tools similar as timetable apps, task directors, and concentrate timekeepers to organize tasks efficiently. These tools can help manage both professional liabilities and particular scores.

Seek Peer Support Networks
Joining support groups with other womanish preceptors can give emotional and professional support. These networks allow members to partake gests , exchange tutoring strategies, and bandy challenges, creating a sense of community and participated adaptability.

Advocate for Flexible Work programs
Engage in open dialogue with directors to advocate for family-friendly and flexible work programs that accommodate caregiving places. Proactively communicating specific requirements can frequently lead to adaptations in work schedules and prospects.

Prioritize tone- Care and Mental Health
Taking time for regular tone- care practices, whether through exercise, pursuits, or relaxation, can reduce stress and ameliorate internal well- being. Seeking professional internal health support when demanded is also pivotal to managing collapse and maintaining adaptability.

b. Suggestions for Institutions
Utensil Family-Friendly programs
Institutions should offer flexible scheduling options, telecommuting allowances, and family leave programs to support womanish preceptors managing caregiving duties alongside their professional liabilities.

Give Access to Technological coffers and Training
To ease the transition to online tutoring, institutions should insure womanish faculty have access to high-quality technology, high- speed internet, and digital tutoring tools. Regular training sessions on online tutoring platforms can ameliorate comfort and faculty with remote instruction.

Produce Support Systems for Mental Health and Well- being
Establishing internal health coffers, similar as comforting services and shops on stress operation, can help faculty manage the cerebral pressures of WFH. Offering internal health days or flexible hours can further support faculty well- being.

Develop Peer Mentorship and Collaboration Programs
Creating mentorship programs that pair educated faculty with newer staff can give guidance on managing work- life balance and remote tutoring. Encouraging collaboration through peer support networks allows faculty to partake tutoring styles, coffers, and particular managing strategies

Encourage Feedback circles for Policy adaption
Regularly gathering feedback from faculty can help institutions more understand their requirements and acclimate programs to meet evolving challenges. checks, focus groups, and open forums can produce

openings for faculty to express enterprises and offer suggestions for enhancement.

C. Suggestions for Future Research and Practice

Conduct Longitudinal Studies

Unborn exploration should consider longitudinal studies to capture the evolving impact of WFH on womanish tutoring staff. This approach will help track changes in productivity, job satisfaction, internal well- being, and work- life balance over time, revealing long- term goods that are less apparent in short-term studies.

Expand Research Across Different topographies and Demographics

Expanding exploration to include more different geographical and socioeconomic backgrounds, particularly among womanish preceptors in pastoral or under- resourced areas, would give a comprehensive understanding of the WFH experience. also, exploration should probe differences between single and wedded womanish preceptors, as well as those with varying family liabilities.

Probe the Impact of Institutional Support Structures

Exploration should explore the part of different institutional support measures, similar as flexible scheduling, internal health coffers, and training in digital tools. relating specific support structures that appreciatively impact womanish preceptors could inform policy and lead to the development of further effective fabrics for remote or cold-blooded work models.

Study the Effectiveness of mongrel Work Models Post-Pandemic

As numerous educational institutions continue to embrace cold-blooded work models, unborn exploration should examine the benefits and downsides of cold-blooded arrangements for womanish tutoring staff. This line of inquiry could give perceptivity into how a balance of in- person and remote work might address the challenges observed during the epidemic.

Focus on Mental Health and Well- being Interventions

Given the high situations of stress and emotional strain reported, unborn exploration should probe the effectiveness of colorful internal health interventions and support mechanisms acclimatized to the requirements of womanish tutoring staff. By relating specific interventions that reduce stress and collapse, institutions could produce a healthier and further probative working terrain.

Develop Gender-Sensitive Work programs

Educational institutions should consider developing gender-sensitive work programs that specifically address the unique challenges faced by womanish preceptors in WFH scripts. unborn exploration should explore the effectiveness of programs similar as structured breaks, designated work hours, and family-probative measures in reducing the pressures associated with WFH.

Encourage Technological Training and Access Programs

Studies should also concentrate on how advanced access to technology and training in digital tutoring tools affects job satisfaction, productivity, and tutoring quality. probing the issues of targeted training and technological support can punctuate the stylish practices for preparing preceptors for remote tutoring and minimizing the digital peak.

Examine Gender Differences in Career Advancement openings

Unborn exploration should explore how WFH affects career advancement for womanish preceptors, particularly in comparison to manly counterparts. probing the unsexed impact of remote work on elevations, professional development, and recognition could lead to the development of further indifferent career advancement fabrics.

Assess the part of Cultural prospects in WFH

Farther exploration should examine the artistic prospects girding gender places in WFH, particularly in societies where women are anticipated to shoulder the bulk of domestic liabilities. Understanding the artistic confines of WFH challenges can prop in casting environment-specific support measures that admire artistic morals while promoting plant equity.

Policy Recommendations for Adaptability in unborn heads

Unborn studies could give recommendations for erecting institutional adaptability in expectation of implicit unborn heads. exploration on stylish practices for supporting womanish tutoring staff during extremities would allow institutions to produce visionary, adaptable WFH programs that alleviate the adverse goods observed during the COVID- 19 epidemic.

6. CONCLUSION

This paper highlights the multifaceted impact of the work- from- home(WFH) model on womanish council tutoring staff during the COVID- 19 epidemic. While WFH allowed educational durability, it also introduced significant challenges, particularly in balancing professional liabilities with heightened domestic demands. using propositions similar as Gender part proposition, Work- Life Conflict proposition, and Conservation of coffers Theory, the study illuminates how traditional gender places, shy institutional support, and resource constraints contributed to increased stress, reduced productivity, and lowered job satisfaction among womanish preceptors.

The findings emphasize the need for gender-sensitive programs, robust institutional support structures, and enhanced technological availability to support womanish tutoring staff effectively in remote or cold-blooded work settings. By understanding these dynamics, educational institutions can make a further inclusive and probative terrain that acknowledges the unique requirements of womanish faculty, therefore promoting equity and adaptability in advanced education.

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