

An exploratory study on the work from home for the first time by school teachers during covid-19 pandemic

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Abstract

The pandemic COVID-19 has brought a significant shift in the working pattern in all the sectors, and it has brought up a trend of working from home. Each domain and sector is going virtually to prevent social contact with others. Since the last few months, there have been many changes in different industries, among which the schools and colleges are the ones who have never thought of switching everything virtually this early. This research focuses on school teachers who are conducting online classes and working from home for the first time in their teaching career. There are 101 responses collected through direct conversation, and questionnaires floated through different platforms. While working from home, teachers are juggled with their daily routine household work, preparing and conducting online sessions, and assessing them. There is a significant impact on students' learning ability and productivity while attending classes. However, not everyone goes through the smooth process of both the student's and the teacher's part. There are challenges faced in the availability of proper infrastructure, teaching methods, and productive learning. If the work from home strategy were executed correctly, not in a rush due to the pandemic, it would have been easier for everyone to work more efficiently

Keywords

COVID-19, Pandemic, Work from Home, Schools, Teaching, Learning, Curriculum, Online Sessions, Teachers, Work-Life Balance.

Imprint

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Introduction

Work from Home (WFH) history is not as recent as many of us assume. It has a much longer experience of working in offices than our records. Remote development in the last ten years essentially reflects a return to an old and long-used working way. The availability and the volume and expense of the tools required to complete the kind of job satisfactorily have changed [1]. Many, who previously did not consider such a choice, can now work from home. There is still a range of hurdles to be addressed. New workplace behavior and technical advances are anticipated to make the challenge of working from home both simpler and more appropriate. During the last few years, the number of occupations and the skills, the value of the job, and remuneration for these activities have increased significantly [2].

Conventional thinking assumes that for workers to be successful and productive there should be a physical presence. However, this reasoning ignores the diversions that come with a workplace setting. Although organizations provide telecommuting services in higher numbers than ever before, several factors still hinder the adoption and use of such services. Such factors include managers relying on "line-of-sight" management methods, lack of corporate telecommuting instruction, misunderstandings and frustration with flexible workplace systems, and lack of knowledge on the impact of telecommuting on the "bottom line" of a company [3]. A successful employee may be slowed down by socialization, overly long meetings, and noisy colleagues. For a long time, office work brings regular activities such as working in a particular community at a specific venue. As such, it has its drawbacks of stiffness, formality, increasing boredom, and intense rivalry [4]. The physical structure of the workplace dramatically affects the thought of the employee. Fewer distractions encourage staff to concentrate on the job at hand, often accomplishing it faster than sitting in a cubical. Also, a manager is used to see his staff working under his direction in front of him [5]. It is challenging to supervise a considerable and dynamic workforce of an employee physically in absentia.

The managers are not equipped with techniques and tools to manage a large and complex workforce from a distance, which was a significant reason employers do not prefer to work from home [6]. All wishful results of this power are discipline, punctuality, hierarchy, integrity, honesty. The psycho-sociological effects of peer reinforcement are significant in an employee's life. According to the work-life balance, the top reason Indians do not want to work within the four walls of their office [7].

New technological advancements have expanded the possibilities substantially for several people who work from home as needed or desired. The urge for flexible working conditions and technological innovation has motivated companies to work from home. A survey carried out in 2017 states that the typical worker was able to take 8% fewer wages in exchange for the choice to work from home. It means that employees are contributing financial value to the adaptability provided by a WFH program [8]. Moreover, employers bring even more value to workers by providing regional flexibility with a work-from-anywhere scheme.

In recent years, the diversity in careers and the skills, the value of the job, and remuneration for these activities have increased significantly. In reality, it is not unusual for companies to encourage their employees to work remotely once or twice a week. Working from home or telecommuting is a growing movement that is re-energizing the worldwide market. Today, a substantial majority of the corporate population prefers to work from home in the business sector. On the other hand, teleconferencing and telework systems have advanced to the extent that several businesses are thriving entirely with virtual teams [9].

According to the Deloitte Report (2015), the introduction of technology aided tremendously in the following:

- Widespread technical implementation through development and technology transfer.
- A skilled and talented workforce has developed to deal with the challenges of technology.
- Indirect but efficient communication strategies have become common.
- The working force has become multi-cultural and multi-lingual.
- Gender-specific differences in jobs have decreased.
- Managing people at work has changed from close supervision to career enrichment, task rotation, and flexible working hours.

- Attitude towards workers has changed. The need for fewer and quicker ways of doing work has led to more robust technology adoption.

Even though figures suggest that staff with flexible job opportunities is more productive, the Society for Human Resource Management (SHRM) estimated that 62 percent of off-site employees are concerned that their in-house coworkers are in denial that they are striving as laborious as they are. According to Global Workplace Analytics, almost 3.9 million people globally operate from their house in 2017, which demonstrates a rise of 115 percent since 2005.

Over the last five years, the amount of businesses giving work-from-home solutions has increased by 40%. Conference calls, video conferencing, groupware, Voice-over-IP systems (VoIP), Virtual Private Networks (VPN), time management tools, and other tech technologies and networking platforms, to name a few, have transformed board meetings into interactive meetings on a 13-inch laptop.

In addition, as a result of the coronavirus pandemic, many companies have turned to a truly remote team. "317 CFOs and finance leaders indicated at least 5% of their formerly on-site employees would be relocated indefinitely, according to 74% post-COVID 19 positions," according to a Gartner survey (March 2020) found; With the COVID-19 virus forcing workers to stay home, several businesses immediately need to sustain an entirely remote workforce [10].

Executives, computer technicians, and general managers are among the most suited to working from home since they need no physical interaction to do their jobs. Drivers, store salespeople, counselors, and domestic helpers, for example, are among the professions that are least suitable for working from home, which often has great human proximity. Although IT companies have some experience in enabling these activities, according to senior HR consultants, a majority of Industries in India are simply not open to the concept of working as a culture from home.

Coronavirus pandemic has severely affected India's numerous sectors, including oil and gas, vehicles, aviation, agriculture, retail, etc. We cannot overlook the fact that the recession will not have left a business untouched [11].

Same with India's education sector; Though school and university closings will have a short-term effect on India's over 285 million budding pupils' education standards, they will likewise have extensive finan-

cial and civil consequences as time passes, lacking an urgent solution to stop the COVID-19 epidemic. Technology, including home study and homework, may play an essential role during the lockdown era. Some private schools in India may be implementing methods of teaching online. Private and government schools with low incomes cannot be able to follow teaching methods online. There are different strategies for schools and colleges to manage the crisis and help students with online learning. However, online and distance learning will never match the physical presence in the classroom. Teachers find it difficult to take online classes as they face the technology because they are comfortable and used to work with the board and chalk or work from home and conduct virtual classes for the first time in their whole career. Further, students cannot interact with the teachers and face difficulty getting their doubts and queries resolved during online classes [12].

With the motivation set from the previous paragraphs, the research aims to investigate:

- the overall experience a teacher is facing while working from home for the first time
- challenges they face during the online sessions
- whether they can maintain the work-life balance
- Know about their productivity while taking online classes.

Literature review

Everyone will agree that family and work are two of life's most essential elements for every individual. In reality, the sole troublesome issue confronting relationships in the 21st century is work-family balance. The house presents a vital part in fostering and maintaining individual and social well-being. India's National Sample Survey Organization (NSSO), which since 2005 has included domestic work as a group, found 37.4 million domestic workers in India in 2011-12. Remote employees work 1.4 days more a month compared to their on-site counterparts, according to a study, equating to over three more working weeks a year. Twenty-nine percent of remote employees said they were having trouble balancing work and life, and 31% said they needed a day off for causes of psychic well-being.

A study conducted by Global Workplace Analytics found that since 2005 remote employees have risen by 140 percent – on average around 10 percent each year. Further, it showed that 32 percent of remote em-

ployees find their flexible schedule to be the most significant advantage of working from home. About 26 percent said they had the most important advantage of operating from anywhere [13].

Additionally, 54 percent of remote workers and 49 percent of on-site employees said they felt “fatigued throughout the working day,” and 35 percent of office workers said they “delayed on a job earlier to the closing time,” 45 percent of remote workers and 42 percent of office employees said they “encountered great levels of stress through the working day,” Approximately 58 percent of Indian office-goers operate at least every week remotely, suggesting that a tipping point has reached for mobile workplaces, a study says. Further to 50% (53%) work off-site in India for half or more of the week, while higher than 1 in 10 (11%) work five days a week outside the headquarters of their company; more and more Indian millennials are choosing flexible work opportunities, which can help them work from home.

IT companies have the required systems and security features that enable employees to opt for remote work. Some concerns permitting workers to operate from any place could reduce contact and cooperation among colleagues and limit informal learning in the workplace. Typically, they will have 20-30 % of their workers operating from home at any point in time. However, it will be challenging to enforce the same for utilities and manufacturing companies. V Balakrishnan, former CFO, Infosys, aimed at the program created to operate from home only for 10-15 percent of workers, and the companies can only selectively enforce this. However, it is hard to make all two to four lakh workers that each big IT services player employs. However, if businesses were to have laptops for their staff, one major challenge would be to make server access accessible. Additionally, security risks may occur, particularly in cases where such data is managed. Also, IT companies may not be sufficiently trained for workers who work on such a broad scale from home [14].

Covid-19 may permanently change working habits as businesses compelled by the pandemic to accept remote work find their employees avoiding returning to on-site once situations are normal. In response to the coronavirus (COVID-19) pandemic, 88 percent of organizations permitted or required their employees to work from home. Gartner, Inc. conducted a survey on 17th March that found that about 97 percent of American companies had canceled their work-related travel plans.

Although, start-ups like Slack and Zoom and organized mammoths like Google and Microsoft give their smartphones away for free, assuming that users who use them during a crisis will continue using them until normalcy returns. On the other side, certain gadgets are always squeaking around the corners. Corporate networks are experiencing unexpected glitches because they cannot have the bulk of their links via virtual private networks (VPNs). On the other hand, Internet service providers have been required to increase bandwidth quotas to enable off-site employees to remain in contact with their boss mid-month [15].

Teaching is a profession of low suitability for homework. Nonetheless, many ed-tech organizations such as Byjus and Coursera provide their material to students for free over the last few days, leading to variations in customer conduct and making studying and educating extra appropriate for homework than in the past. Teaching from home faces a vast array of challenges, both practical and mental, that should not be underestimated. The usual general difficulties due to personal and official differences are tiredness, under-achieving, incompetency, feeling less competent, feeling unwell at work, job boredom, and quitting.

Teachers are influenced by the pandemic and the associated anxieties of the community in unique ways. They are under immense pressure from other teachers, pupils, schools, government orders, and their own families. The evidence in the primary classroom for computer use shows that teachers and students have different views about how often computers were being used. Although 44% of teachers reported using computers regularly in their teaching, only 23 % of students thought computers were often used in their teaching. Moreover, 20% of tutors did not use computers in their education career, but 41% reported that they never used computers in their lessons [16].

Teachers spend most of their time preparing for online lectures, preparing assignments, creating resources, and attending technical meetings. They are putting their full efforts to understand better and look to other educators and trustworthy outlets to help curate professional online learning resources and provide them to them. However, there are cases where teachers face significant issues with the technology as they may not be well equipped with working on the technology. It is different for them too, as they are habitual to conduct physical classes. Suddenly, they have to switch to online classes, which they might be working for the first

time in their whole teaching career. It is difficult for them to teach all the subjects through virtual classes, such as mathematics, that can be learned well only after solving them. However, now it has to be taught virtually. The online platforms provide many features for asking questions and posting their queries, but there are still loopholes. It can be challenging to work from home for long spans, as production hour's mix with private moments. On-call 24/7, it is too easy to fall into being as they address new problems and learner requests anywhere and at any time. Teachers are usually very capable of keeping track of time in the classroom. However, when working at home, we may be more challenged [17].

Research methodologies

The research methodology adopted for understanding and analyzing the teacher's experience of the teachers while conducting online classes from home for the first time is based on a qualitative survey. The survey instrument was collected by taking into consideration school teachers and college teachers as the target respondents. Purposive sampling was performed. The researcher fully understood who the target audience is their understanding of relevance to the study's context.

This sampling method is extremely time and cost-effective. In the initial phase, the target audience focused was the school teachers and teachers teaching at the undergraduate level. However, as more research was done, the target was scaled down to school teachers only [18].

The questionnaire has 23 general questions and will require 10 minutes to fill survey. It is designed to capture some of the main dimensions for the study. It contains questions that collect teachers' responses based on their experience working from home for the first time due to pandemic COVID-19. The respondents are fully aware and informed that their involvement in this survey would in no way affect their professional quality and practice. They were able to articulate whether they like to teach the students online for the first time. The challenges faced, including benefits while working from home for the first time and experience of conducting online classes [19] which will help understand the psychology of the teachers, their preferences, the challenges, how they incorporate digital technologies into their classrooms, and assignments and factors responsible for their choice to work from home shortly.

The theoretical model for the research contains questions grouped into three different categories, which are focused on:

- The first group focuses on the student's learning ability through online classes and their productivity. Also, the aspect related to teacher's personal development and what activities they perform to do so.
- The second one focuses on teachers if, in their routine, they can manage stability among their job and private life.
- The third one covers the teacher's perception of the current and future outlook of working from home.

The questionnaire consists of MCQs with pre-set replies. It offers responders the chance to opt and grade amid the provided choices or rank on different five-pointer Likert scales. The target audience for the survey is the school teachers, who, due to the current scenario of COVID-19, have to take online sessions for the students to carry forward with the studies [20]. The main focus is on the teachers who conduct online sessions for the first time in their teaching career. The survey is circulated through social media platforms and telephonic interactions.

Further, to analyze the data collected from the questionnaire, the relation among different variables will be identified. MANOVA ("Multivariate Analysis of Variance") applied the statistical model to analyze if the relationship of any significance exists between different identified variables. MANOVA extends the capabilities of one-way ANOVA by simultaneously assessing multiple dependent variables. The relationship will be among the variables of the three identified groups mentioned above. Using MANOVA, the dependent variables' correlation structure provides additional information about the study and assesses patterns between multi-dependent variables [21].

In the survey, there were different dependent and independent control variables identified. The Theoretical Model shown in Figure 1 clearly describes the relationship between the independent variables and the grouped dependent variables defined in the study.

The independent variables mentioned are:

- Age of the respondent
- Gender (i.e., male, female, other)
- Years of experience

The dependent variables are grouped into three, which contains the following factors:

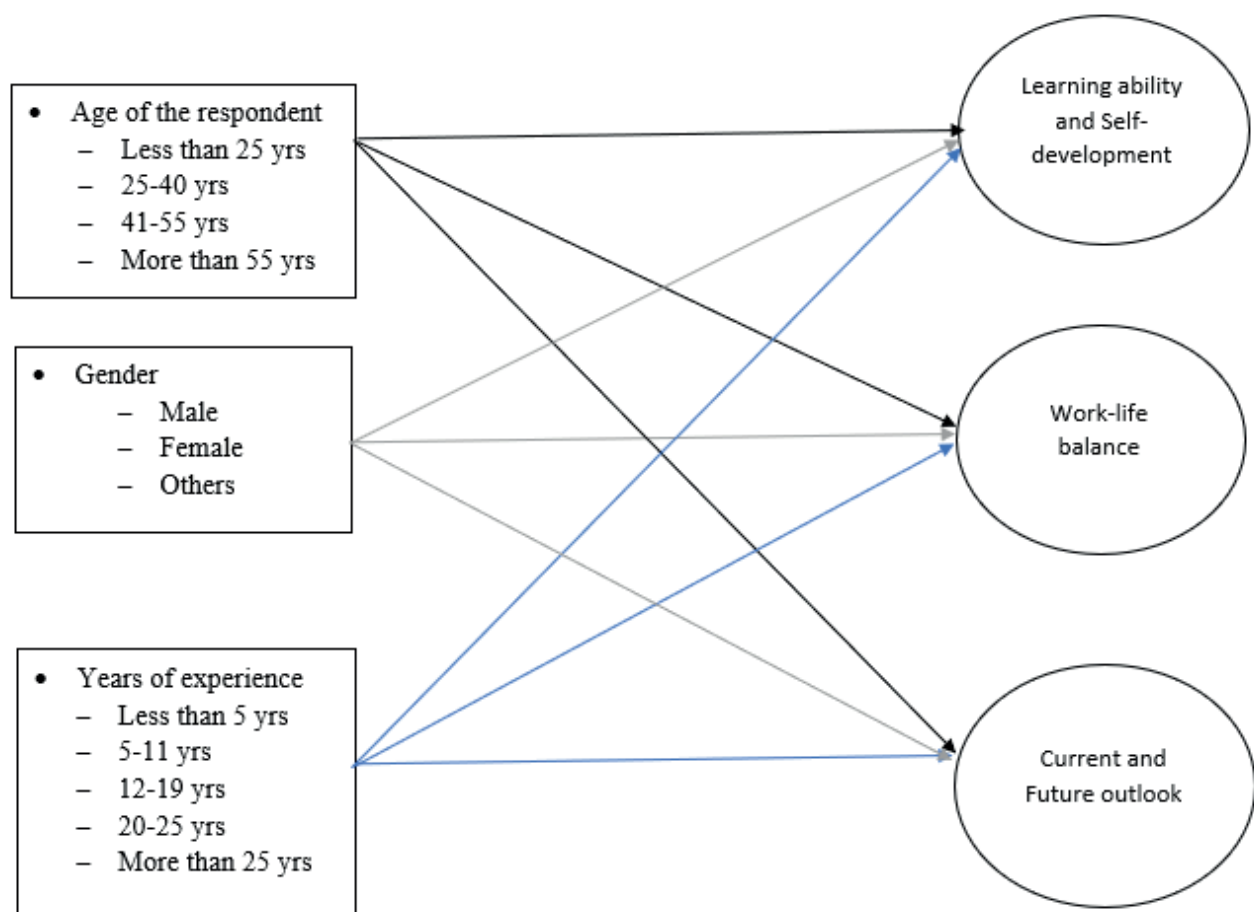


Figure 1. Theoretical model

1. Students' learning ability: Students understand the content through online classes, students' participation, and improvement in their learning ability. Self-development: Do some activities to enhance their skills, learn new courses, do research, and collaborate with other teachers to understand new ideas.
2. Work-life balance: Challenges that teachers face while working from home, number of hours they invest in teaching online, teachers maintaining work-life balance, take breaks in between and affect their psychological and physiological health.
3. Current and Future Outlook: The current and future perception of the teachers working from home. Teachers' perception of conducting online sessions, their overall experience, and the future would prefer working from home if given a chance.

Statement of Hypotheses

We framed the below-stated hypothesis based on the research literature discussed in section 2 above.

Alternate Hypothesis (H1)

H1₁: There is an important distinction among the age group and their understanding of the learning ability of the students, maintain work-life balance, factors relating to self-development of the respondent, and the current and future perception of the teachers working from home.

H1₂: There is an important distinction among the sex identity and their comprehension of the learning ability of the students, maintain work-life balance, factors relating to self-development of the respondent, and the current and future perception of the teachers working from home.

H1₃: There is an important difference between the years of experience of the teachers and their perception of the students' learning ability, maintain work-life balance, factors relating to self-development of the respondent, and the current and future perception of the teachers working from home [22].

Data analysis and interpretation

The data gathered was by floating the questionnaire to the targeted audience. For further analysis of the data, SPSS was used to perform hypothesis testing using ANOVA and MANOVA.

SPSS gives four different commonly used multivariate tests, i.e., Pillai's trace test, Wilks' lambda test, Ho-

telling's trace test, and Roy's largest root test. Among all the four tests here for our study, we have considered the Wilks' Lambda test, [23] which measures a statistically meaningful difference between two or more groups using two or three continuous (dependent) variables. Such groups are identified by divisions of the categorical component in the data set. In our case, Wilk's lambda can statistically test whether working from home affects teachers and students.

A total of 101 school teachers from different schools were involved in the study. Major responses belonged to the teachers with 5-11 years of work experience (38.6%). As there is a sudden switch from traditional teaching methods to online classes due to this pandemic situation, it was difficult for the school management to conduct online classes for all the students on platforms. Still, among all the different platforms available such as Skype, zoom, google classroom, google meet, Microsoft teams, and blackboard, Zoom was the most used platform by different schools (37.6%). While working from home, the teachers faced many challenges. The connectivity issue was the one faced by 86.1% of the respondents. One of the connectivity issues is the internet connection through mobile hotspots for conducting classes using laptops, as 73.3% of the respondents used mobile hotspots and only 30.7% used Wi-Fi for the internet connection.

As 71.3% of the teachers spend two to four hours per day conducting the online session, they can take time for further activities. Hence, most of the respondents agree that there is no effect on their psychological and physiological health. Also, 55.4% of the teachers find conducting online classes as easy tasks and do not face difficulty.

Among all the respondents, 62.4% do household work in breaks between their sessions, and 65.3% spend time with their family and recharge themselves to work again. Many of them also exercise and take tea breaks to maintain their health and relax from the workload. Daily the 71.3% of the teachers devote 2-4 hours to conduct online classes whereas 17.8 % of the teachers spend 4-6 hours and due to which 39.6% of the teachers were able to learn new courses, do research, and perform activities that enhance their skills. 44.6% of the teachers agreed that they could maintain stability among their private and official lives and could take out time for their self-development, which includes research, doing different courses, and working on themselves for their improvement [24]. From

the analysis done using SPSS, the following are the generated results and conclusions:

Learning ability of the students and Self-development of the teachers

Table 1 shows the Multivariate tests, which depicts the actual results of the one-way MANOVA. Here we will look at the second effect, i.e., “Gender” and Wilks’ Lambda row, to decide whether the one-way MANOVA is methodically important. For that, we consider the “Sig” column. From the table, we have a “Sig” value of 0.001(p), which means $p < 0.05$.

Table 1

Multivariate test results for gender

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.738	43.667 ^a	6.000	93.000	.000
	Wilks' Lambda	.262	43.667 ^a	6.000	93.000	.000
	Hotelling's Trace	2.817	43.667 ^a	6.000	93.000	.000
	Roy's Largest Root	2.817	43.667 ^a	6.000	93.000	.000
Gender	Pillai's Trace	.295	2.711	12.000	188.000	.002
	Wilks' Lambda	.709	2.912 ^a	12.000	186.000	.001
	Hotelling's Trace	.406	3.111	12.000	184.000	.000
	Roy's Largest Root	.392	6.147 ^b	6.000	94.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Gender

Table 2

Results for test of between-subjects effects for gender

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Learn_1	14.619 ^a	2	7.310	11.330	.000
	Learn_2	17.451 ^b	2	8.726	8.971	.000
	Learn_3	14.119 ^c	2	7.059	9.585	.000
	Self_1	10.227 ^d	2	5.113	6.702	.002
	Self_2	15.245 ^e	2	7.623	9.156	.000
	Self_3	10.274 ^f	2	5.137	5.302	.007
Intercept	Learn_1	94.909	1	94.909	147.116	.000
	Learn_2	119.179	1	119.179	122.529	.000
	Learn_3	84.606	1	84.606	114.874	.000
	Self_1	94.173	1	94.173	123.442	.000
	Self_2	132.035	1	132.035	158.599	.000
	Self_3	136.210	1	136.210	140.579	.000
Gender	Learn_1	14.619	2	7.310	11.330	.000
	Learn_2	17.451	2	8.726	8.971	.000
	Learn_3	14.119	2	7.059	9.585	.000
	Self_1	10.227	2	5.113	6.702	.002
	Self_2	15.245	2	7.623	9.156	.000
	Self_3	10.274	2	5.137	5.302	.007

Hence this indicates that the gender of the teachers significantly impacts their perception of the student's learning ability and the teachers' self-development.

Table 2 depicts the ANOVA summary table for the dependent variables. The row of the table considered here is labeled as gender. We can see from the table that gender has a statistically on all dependent variables; there is a substantial impact. The student's learning ability and the teachers working upon their self-development while working from home as the p-value for all the dependent variables are less than 0.05. Moreover, among all the genders, i.e., male, fe-

male, and others, males contribute significantly to females and others.

Also, from Table 3, we have observed that the teachers' age does not significantly affect their perception of their learning ability and their activities for their self-development while working from home. The Sig value from the table is 0.161(p-value), which is greater than the significance amount, i.e., alpha (0.05), which means that there was no statistically meaningful disparity between the teacher's age and both (p is greater than 0.05 in both cases).

Table 4 shows the Multivariate tests for effect, i.e., "Exp_teaching" and Wilks' Lambda row to determine whether the one-way MANOVA is statistically significant and for the same, we consider the "Sig" column. From the table, we have the "Sig" value for Wilks' Lambda as 0.044(p), which means $p < 0.05$.

Hence, this indicates that years of teaching experience of the teachers significantly impact their percep-

tion of the students' learning ability and the teachers' self-development.

Further, from Table 5, we have observed that teachers with 12-19 years of experience agree that through online sessions, students better understand the content and improve their learning ability if they regularly attend the classes.

From Table 6, it is analyzed that the age of the teachers does not impact their self-development and learning ability. However, if we consider age and gender both, it creates a statistically significant impact on both the dependent variables groups. The "Sig" value for Wilks' Lambda is 0.008(p), which is much lesser than the significance level, i.e., 0.05.

Also, from Table 7, i.e., Tests of Between-Subjects Effects, it is clear that among all the age groups, males are more sensitive and significantly affect all the dependent variables rather than females. They agree that students actively participate in the online sessions and

Table 3

Multivariate tests results for age

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.886	119.593 ^a	6.000	92.000	.000
	Wilks' Lambda	.114	119.593 ^a	6.000	92.000	.000
	Hotelling's Trace	7.800	119.593 ^a	6.000	92.000	.000
	Roy's Largest Root	7.800	119.593 ^a	6.000	92.000	.000
Age	Pillai's Trace	.239	1.358	18.000	282.000	.152
	Wilks' Lambda	.778	1.343	18.000	260.701	.161
	Hotelling's Trace	.263	1.326	18.000	272.000	.171
	Roy's Largest Root	.130	2.032 ^b	6.000	94.000	.069

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Age

Table 4

Multivariate tests results for experience in teaching

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.929	198.582 ^a	6.000	91.000	.000
	Wilks' Lambda	.071	198.582 ^a	6.000	91.000	.000
	Hotelling's Trace	13.093	198.582 ^a	6.000	91.000	.000
	Roy's Largest Root	13.093	198.582 ^a	6.000	91.000	.000
Exp_teaching	Pillai's Trace	.368	1.585	24.000	376.000	.041
	Wilks' Lambda	.676	1.576	24.000	318.671	.044
	Hotelling's Trace	.417	1.557	24.000	358.000	.048
	Roy's Largest Root	.165	2.578 ^b	6.000	94.000	.023

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Exp_teaching

Table 5

Results for tests of between-subjects effects for experience in teaching

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Learn_1	9.763 ^a	4	2.441	3.442	.011
	Learn_2	10.806 ^b	4	2.701	2.543	.045
	Learn_3	6.593 ^c	4	1.648	1.985	.103
	Self_1	5.849 ^d	4	1.462	1.774	.140
	Self_2	2.676 ^e	4	.669	.682	.606
	Self_3	1.313 ^f	4	.328	.303	.875
Intercept	Learn_1	562.748	1	562.748	793.551	.000
	Learn_2	639.904	1	639.904	602.460	.000
	Learn_3	472.600	1	472.600	569.225	.000
	Self_1	535.307	1	535.307	649.336	.000
	Self_2	769.616	1	769.616	784.688	.000
	Self_3	805.110	1	805.110	743.791	.000
Exp_teaching	Learn_1	9.763	4	2.441	3.442	.011
	Learn_2	10.806	4	2.701	2.543	.045
	Learn_3	6.593	4	1.648	1.985	.103
	Self_1	5.849	4	1.462	1.774	.140
	Self_2	2.676	4	.669	.682	.606
	Self_3	1.313	4	.328	.303	.875

Table 6

Multivariate tests results for interaction between age and gender

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.878	104.054 ^a	6.000	87.000	.000
	Wilks' Lambda	.122	104.054 ^a	6.000	87.000	.000
	Hotelling's Trace	7.176	104.054 ^a	6.000	87.000	.000
	Roy's Largest Root	7.176	104.054 ^a	6.000	87.000	.000
Age * Gender	Pillai's Trace	.709	1.542	48.000	552.000	.013
	Wilks' Lambda	.444	1.613	48.000	432.139	.008
	Hotelling's Trace	.938	1.668	48.000	512.000	.004
	Roy's Largest Root	.488	5.607 ^b	8.000	92.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Age * Gender

Table 7

Results for tests of between-subjects effects for interaction between age and gender

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Learn_1	19.855 ^a	8	2.482	3.938	.000
	Learn_2	25.733 ^b	8	3.217	3.400	.002
	Learn_3	17.355 ^c	8	2.169	2.895	.006
	Self_1	18.337 ^d	8	2.292	3.164	.003
	Self_2	17.854 ^e	8	2.232	2.600	.013
	Self_3	15.356 ^f	8	1.920	1.965	.060
Intercept	Learn_1	228.176	1	228.176	362.020	.000
	Learn_2	243.399	1	243.399	257.271	.000
	Learn_3	212.816	1	212.816	283.991	.000
	Self_1	230.992	1	230.992	318.835	.000
	Self_2	316.792	1	316.792	369.027	.000
	Self_3	304.711	1	304.711	311.927	.000

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Age * Gender	Learn_1	19.855	8	2.482	3.938	.000
	Learn_2	25.733	8	3.217	3.400	.002
	Learn_3	17.355	8	2.169	2.895	.006
	Self_1	18.337	8	2.292	3.164	.003
	Self_2	17.854	8	2.232	2.600	.013
	Self_3	15.356	8	1.920	1.965	.060

have a better understanding of the content. Also, there is an improvement in their learning ability. Further, teachers also take time to learn new courses and extra activities to enhance their skills.

When gender and years of experience of the teachers interact together, the Sig value impacts both the students' learning ability and the teachers working

upon developing their skills. The observed value here is 0.033 (p-value) < 0.05 (significance level) which is depicted in Table 8.

Also, from Table 9, we find that all the dependent variables have highly significant values, i.e., less than the significance level (0.05). From the analysis, it is also identified that males with the teaching experi-

Table 8

Multivariate tests results for interaction between gender and experience in teaching

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.918	158.842 ^a	6.000	85.000	.000
	Wilks' Lambda	.082	158.842 ^a	6.000	85.000	.000
	Hotelling's Trace	11.212	158.842 ^a	6.000	85.000	.000
	Roy's Largest Root	11.212	158.842 ^a	6.000	85.000	.000
Gender * Exp_teaching	Pillai's Trace	.787	1.358	60.000	540.000	.044
	Wilks' Lambda	.409	1.396	60.000	450.397	.033
	Hotelling's Trace	1.028	1.428	60.000	500.000	.024
	Roy's Largest Root	.516	4.642 ^b	10.000	90.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Gender * Exp_teaching

Table 9

Results for tests of between-subjects effects for interaction between gender and experience in teaching

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Learn_1	19.694 ^a	10	1.969	3.048	.002
	Learn_2	23.125 ^b	10	2.312	2.322	.018
	Learn_3	22.832 ^c	10	2.283	3.238	.001
	Self_1	18.026 ^d	10	1.803	2.423	.013
	Self_2	20.056 ^e	10	2.006	2.351	.016
	Self_3	18.695 ^f	10	1.870	1.944	.049
Intercept	Learn_1	361.603	1	361.603	559.683	.000
	Learn_2	435.727	1	435.727	437.440	.000
	Learn_3	315.735	1	315.735	447.744	.000
	Self_1	350.688	1	350.688	471.329	.000
	Self_2	485.280	1	485.280	568.865	.000
	Self_3	494.173	1	494.173	513.974	.000

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender * Exp_teaching	Learn_1	19.694	10	1.969	3.048	.002
	Learn_2	23.125	10	2.312	2.322	.018
	Learn_3	22.832	10	2.283	3.238	.001
	Self_1	18.026	10	1.803	2.423	.013
	Self_2	20.056	10	2.006	2.351	.016
	Self_3	18.695	10	1.870	1.944	.049

ence of 12-19 years have a perception that students have a better understanding of the content while on-line sessions, males with 20-25 years of experience has the perception that students are actively participating during the classes which further leads to the improvement in their learning ability.

The men tutors with greater than 25 years of experience learn new courses or research their area of interest in their spare time. They do some activities such as exercise, spend time with their family, do household work during their breaks, and focus on upgrading their skill sets.

There is no significant effect of the age and years of experience when combined with the teachers trying to upgrade themselves and enhance their skills and the perception of the students' learning ability.

Maintaining work-life balance

Table 10 shows the Multivariate tests, which depicts the actual results of the one-way MANOVA. Here we will look at the effect, i.e., "Age" and Wilks' Lambda row, to decide whether the one-way MANOVA is methodically important and for that, we consider the "Sig" column.

We have "Sig" value 0.128(p), which means $p > 0.05$. Hence this indicates that the age of the teachers

has no significant impact on the perception that teachers can maintain stability among their job and personal life. Teachers among all the age groups do agree that working from home affects their psychological and physiological health. The main reason behind that is the long working hours in conducting the online sessions and preparing for the sessions.

From the Multivariate test, considering Wilks' Lambda in Table 11, it is observed that gender has a significant impact on the teachers' work-life balance. The evidence behind this is the p-value which is 0.035, i.e., less than the significance level (0.05).

Also, from the Tests of Between-Subjects Effects, it is clear that the dependent variables, which talk about teachers who can strike a balance between their job and personal lives, as shown in Table 12, affect their psychological and physiological health has a significant effect on gender. From the estimated Marginal Means, it is analyzed that females among all the respondents have a methodically important effect on the well-being of and the work-life balance as they are supposed to engage in the household work for the whole day and work to conduct the sessions. During breaks, they either go to the kitchen to prepare food for everyone or do other household work. For this reason, it is difficult for them to work upon their skills and enhance them.

Table 10
Multivariate tests for age

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.942	384.169 ^a	4.000	94.000	.000
	Wilks' Lambda	.058	384.169 ^a	4.000	94.000	.000
	Hotelling's Trace	16.348	384.169 ^a	4.000	94.000	.000
	Roy's Largest Root	16.348	384.169 ^a	4.000	94.000	.000
Age	Pillai's Trace	.174	1.478	12.000	288.000	.132
	Wilks' Lambda	.832	1.489	12.000	248.992	.128
	Hotelling's Trace	.194	1.494	12.000	278.000	.126
	Roy's Largest Root	.143	3.427 ^b	4.000	96.000	.012

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Age

Table 11

Multivariate tests for gender

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.753	72.319 ^a	4.000	95.000	.000
	Wilks' Lambda	.247	72.319 ^a	4.000	95.000	.000
	Hotelling's Trace	3.045	72.319 ^a	4.000	95.000	.000
	Roy's Largest Root	3.045	72.319 ^a	4.000	95.000	.000
Gender	Pillai's Trace	.159	2.079	8.000	192.000	.040
	Wilks' Lambda	.842	2.125 ^a	8.000	190.000	.035
	Hotelling's Trace	.185	2.170	8.000	188.000	.032
	Roy's Largest Root	.171	4.113 ^b	4.000	96.000	.004

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Gender

Table 12

Results for tests of between-subjects effects of gender

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Work_life_1	1.725 ^a	2	.863	.966	.384
	Work_life_3	4.870 ^b	2	2.435	3.257	.043
	Work_life_4	19.967 ^c	2	9.983	6.546	.002
	Work_life_5	12.457 ^d	2	6.228	3.499	.034
Intercept	Work_life_1	15.673	1	15.673	17.550	.000
	Work_life_3	129.002	1	129.002	172.546	.000
	Work_life_4	44.316	1	44.316	29.058	.000
	Work_life_5	48.078	1	48.078	27.008	.000
Gender	Work_life_1	1.725	2	.863	.966	.384
	Work_life_3	4.870	2	2.435	3.257	.043
	Work_life_4	19.967	2	9.983	6.546	.002
	Work_life_5	12.457	2	6.228	3.499	.034

Further, there is no effect of the experience of the teachers on their work-life balance. According to the analyzed result in Table 13, we can see that the Sig value or the p-value is 0.774, which is much too higher than the significance level (0.05). The years of experience do not differentiate whether a teacher can maintain a personal life and professional life together.

Current and future outlook of working from home

From the Multivariate Test conducted for the preference of current and the future perception of working from home, it is observed that Age, Gender, and Years of Experience of all the factors have a significant impact on the factors of the current perception of working from home which can be proved from the Tables 14, Table 15, Table 16 and Table 17.

Also, gender has a high significance over the teachers' current experience working from home, which can be identified from Table 16 and how easy they find to conduct the online session. Among all the respondents, majorly Male respondents find conducting sessions easy and very satisfying while working remotely.

Among all the age groups, Male teachers with 12-19 years of work experience have a statistically significant impact on the current perception of teachers working from home. It is much better and preferred to conduct the online session and work from home. Due to this, they also get some spare time to relax with their families and help out around the house. They get time to devote themselves and enhance their skills and learn something new and keep them updated.

Further, in the test conducted for the future perception of the teachers working from home, it is ob-

Table 13
Multivariate tests results for experience in teaching

	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.962	585.533 ^a	4.000	93.000	.000
	Wilks' Lambda	.038	585.533 ^a	4.000	93.000	.000
	Hotelling's Trace	25.184	585.533 ^a	4.000	93.000	.000
	Roy's Largest Root	25.184	585.533 ^a	4.000	93.000	.000
Exp_teaching	Pillai's Trace	.117	.725	16.000	384.000	.769
	Wilks' Lambda	.886	.719	16.000	284.757	.774
	Hotelling's Trace	.125	.714	16.000	366.000	.780
	Roy's Largest Root	.085	2.049 ^b	4.000	96.000	.094

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Exp_teaching

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Exp_teaching

Table 14
Multivariate tests results for age

	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.884	366.646 ^a	2.000	96.000	.000
	Wilks' Lambda	.116	366.646 ^a	2.000	96.000	.000
	Hotelling's Trace	7.638	366.646 ^a	2.000	96.000	.000
	Roy's Largest Root	7.638	366.646 ^a	2.000	96.000	.000
Age	Pillai's Trace	.278	5.219	6.000	194.000	.000
	Wilks' Lambda	.728	5.496 ^a	6.000	192.000	.000
	Hotelling's Trace	.364	5.768	6.000	190.000	.000
	Roy's Largest Root	.339	10.952 ^b	3.000	97.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Age

Table 15
Multivariate tests results for gender

	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.728	130.043 ^a	2.000	97.000	.000
	Wilks' Lambda	.272	130.043 ^a	2.000	97.000	.000
	Hotelling's Trace	2.681	130.043 ^a	2.000	97.000	.000
	Roy's Largest Root	2.681	130.043 ^a	2.000	97.000	.000
Gender	Pillai's Trace	.241	6.698	4.000	196.000	.000
	Wilks' Lambda	.760	7.136 ^a	4.000	194.000	.000
	Hotelling's Trace	.315	7.568	4.000	192.000	.000
	Roy's Largest Root	.314	15.363 ^b	2.000	98.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Gender

Table 16
Results for test of between-subjects effects for gender

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Conclude_1	15.847 ^a	2	7.924	12.263	.000
	Exp_wfh	15.905 ^b	2	7.952	8.388	.000
Intercept	Conclude_1	141.539	1	141.539	219.056	.000
	Exp_wfh	123.612	1	123.612	130.388	.000
Gender	Conclude_1	15.847	2	7.924	12.263	.000
	Exp_wfh	15.905	2	7.952	8.388	.000

Table 17

Multivariate tests results for experience in teaching

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.929	620.488 ^a	2.000	95.000	.000
	Wilks' Lambda	.071	620.488 ^a	2.000	95.000	.000
	Hotelling's Trace	13.063	620.488 ^a	2.000	95.000	.000
	Roy's Largest Root	13.063	620.488 ^a	2.000	95.000	.000
Exp_teaching	Pillai's Trace	.225	3.050	8.000	192.000	.003
	Wilks' Lambda	.780	3.142 ^a	8.000	190.000	.002
	Hotelling's Trace	.275	3.233	8.000	188.000	.002
	Roy's Largest Root	.247	5.927 ^b	4.000	96.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Exp_teaching

served that among Age, Gender, and Experience of the teacher's Gender has a highly significant impact depicted through Tables 18 and Table 19. Age and experience do not impact the Sig value, i.e., the p-value is much higher than the significance level (0.05). The Wilks' Lambda for Age effect is 0.091, and years of Ex-

perience effect is 0.089, whereas, for gender, the value is 0.000. Hence, there is no significant difference between gender and the future outlook towards continuing work from home if given a chance in the future.

From Table 20, it is analyzed that the teachers' age does not impact their preference towards working from

Table 18

Multivariate tests results for age

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.817	213.981 ^a	2.000	96.000	.000
	Wilks' Lambda	.183	213.981 ^a	2.000	96.000	.000
	Hotelling's Trace	4.458	213.981 ^a	2.000	96.000	.000
	Roy's Largest Root	4.458	213.981 ^a	2.000	96.000	.000
Age	Pillai's Trace	.109	1.856	6.000	194.000	.090
	Wilks' Lambda	.894	1.852 ^a	6.000	192.000	.091
	Hotelling's Trace	.117	1.849	6.000	190.000	.092
	Roy's Largest Root	.091	2.928 ^b	3.000	97.000	.038

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Age

Table 19

Multivariate tests results for gender

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.612	76.426 ^a	2.000	97.000	.000
	Wilks' Lambda	.388	76.426 ^a	2.000	97.000	.000
	Hotelling's Trace	1.576	76.426 ^a	2.000	97.000	.000
	Roy's Largest Root	1.576	76.426 ^a	2.000	97.000	.000
Gender	Pillai's Trace	.228	6.299	4.000	196.000	.000
	Wilks' Lambda	.773	6.679 ^a	4.000	194.000	.000
	Hotelling's Trace	.294	7.052	4.000	192.000	.000
	Roy's Largest Root	.292	14.309 ^b	2.000	98.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept + Gender

Table 20

Results for tests of between-subjects effects for interaction between age and gender

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Conclude_2	35.411 ^a	8	4.426	4.260	.000
	Exp_wfh	21.729 ^b	8	2.716	2.869	.007
Intercept	Conclude_2	269.785	1	269.785	259.627	.000
	Exp_wfh	315.931	1	315.931	333.769	.000
Age * Gender	Conclude_2	35.411	8	4.426	4.260	.000
	Exp_wfh	21.729	8	2.716	2.869	.007

home in the future. However, if we consider age and gender, both then create a statistically significant impact. The “Sig” value for Wilks’ Lambda is 0.001(p), which is much lesser than the significance level, i.e., 0.05.

Among all the age groups, Male teachers with 25-40 years of teaching experience have a significantly higher impact than the females on their perception of continuing to work from home in the future. As observed earlier, Males had a higher preference for working from home if there were opportunities in the future.

Hence, from the above analysis, we can say that among all the factors, sex identity of the tutors creates an important impact on their perception of the imbibing ability of the students, maintaining work-life balance, factors relating to self-development of the respondent, and the current and future perception of the teachers working from home.

Discussions of the results

The data analysis shows that the teachers working from home for the first time are satisfied with their working schedules. If given a chance in the future, they would prefer to work from home. Overall, Male teachers among all the respondents highly preferred working remotely in the future and are satisfied in the current scenario too [25]. They also get ample time to enhance their skills and work on other activities to enhance and upgrade themselves. Further, rather than connectivity issues, the teachers faced no major challenges because they did not find it difficult to conduct online classes [26]. The teachers can perform other activities of their interests and take time to spend with their family and for themselves due to the number of hours they input for classes. In digital formats, non-parallel training is the most efficient. Tutors are not required to submit content at a set period: it can be

shared online on request., and students can use wikis, forums, and e-mail to connect with it to suit their schedules. Also, the students are participating in the online sessions. However, the number is less due to the unavailability of proper infrastructure and connectivity issues [27]. Tutors can periodically monitor pupil cooperation and get online rendezvous for pupils with specific queries or requirements. The advent of an interactive digital classroom creates more breathing space for teachers and students [28].

Survey analysis for the research was majorly focused on school teachers. The school teachers can be of primary to the higher secondary classes. All the schools are not ready for the students’ online sessions as the traditional way of schools has been the physical ones. The present situation due to COVID-19 has never been faced earlier. Also, not all the students and teachers have suitable internet access and laptops to conduct and attend online sessions, bringing down the students’ overall productivity and the teachers [29].

Due to continuous sessions, the students tend to lose interest in between the sessions and may not interact with the teachers because of their hesitant nature to ask doubts in front of the whole class. The participation of the students in the session depends on many factors such as:

- Not all the students are proactive and hence do not respond to the teachers.
- Connectivity issues faced by the students
- Every student has a different pace of learning, i.e., some are slow learners, and some are fast learners. There is a difference among their understanding levels even though teachers try to balance them among all.

Teachers face difficulty teaching some practical-based subjects, such as mathematics, science, etc., to teach online. They require proper pen and paper for both teach-

ers to explain and students to clarify their concepts. Also, it has been observed that due to lack of session timings and the total number of daily sessions, there has been less engagement in sharing creative ideas and brainstorming sessions among the teachers and the students [30].

Conducting online sessions restricts students from interacting with their classmates and teachers, enhancing the relationship between teachers and students. Furthermore, as official and personal tasks happen in the same physical space, bodily, transient, and mental distinctions amid job and house can be blurred.

Conclusions

There has been a rapid increase observed in working from home in each sector due to this pandemic COVID-19 situation. It has not only changed the way everything works but also brought innovation to smoothen the process. Not everyone finds it easy as people are not in a habit to practice work from home. In this study of school teachers working from home for the first time, we focus on how this has affected teachers and students and their productivity in learning. For the last many years, there is a traditional method followed by the schools for teaching, i.e., face-to-face classroom interaction, but a complete change to the whole process brings out both challenges and better results. Focusing on the teachers and their perspective on the students' learning ability during the online sessions, maintaining stability among their private and official lives, and their self-development had brought up different aspects of the study. Due to remote learning, there is less interaction among the students with their classmates and teachers, enhancing their relation and comfort zone. It can be an opportunity to study how working virtually can affect the relationships among the people connected. Further, as we know, all the students and teachers do not have access to proper internet. They have the infrastructure to attend and conduct classes those impact students' studies and teachers' ability to deliver knowledge to their students. Our challenge here is to provide the facility to all students and teachers facing accessibility challenges and deliver quality education. It can only reach if every school takes the initiative to educate their teachers and students about the technology and provide them with essential sources to continue learning from home.

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