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### EVALUATING THE IMPACT OF COVID-19 PANDEMIC ON TEACHERS JOB SATISFACTION IN PAKISTAN: THE CASE OF WORK-LIFE BALANCE, WORK FROM HOME AND WORK STRESS

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#### ABSTRACT

Human life is considered the greatest asset that ever existed on the planet Earth. With the ongoing COVID-19 pandemic, the working of the whole world got disrupted and hence the humanity at large was at fear. People were bound and forced to stay and work from home. Teachers were no exception. Since no one was prepared for any such abrupt transition and without any form of proper planning and training, the task was daunting enough to lead to work stress and anxiety. Hence with managing these work delivery tasks with allied stress using new modes, methods, technologies and their associated issues, it was need of the hour to explore the current issues faced by teachers in Pakistani context and how these could have been better managed. Three major variables of Work Life Balance, Work from home, Work Stress and job satisfaction were explored. With a sample of 384 teachers, data collection and analysis was done using multiple statistical tests including Standard deviation, Cronback Alpha, Pearson Correlation and regression. It was concluded that Work from Home is positively related to job satisfaction, work life balance and job satisfaction while work stress was negatively related to job satisfaction. Work Life Balance mediated the effect of working from home on job satisfaction in a positive relationship while it also mediated the working from home relationship on job satisfaction. It was evident from the exploration that external and force majeure can lead to acceptance of work conditions and have lead to understanding the human health, life safety and security as a major factor towards enabling job and work satisfaction based on ensuring the people and the workforce is safe and secure. With people at risk of getting infected, work from home was the only way and hence in order to have a healthy and safe life, coping with work life balance, work stress, work from home were all making better options and were accepted by the teachers.

**Keywords:** COVID-19, Work from Home, Work Stress, Work-Life Balance, Job Satisfaction.

**Introduction**

COVID-19 (Corona virus pandemic of 2019) shocked the globe with its severity and raised the bar beyond the expectations towards challenging the work conditions for any profession (Bhatti & Ghufuran, 2020). Teaching was no exception. As a matter of fact, it was one of the most stringent nightmare for the academicians and teachers across the globe where lock down conditions and physical distancing forced to close down the physical educational settings in the form of schools, colleges, universities and other educational institutions (Lizana et al., 2021). Hence shifting to online mode of teaching through learning the process itself and then applying it to the teaching practically with no formal precedence in major cases and options yielded great endeavors for the teachers. They then became the fore front fighters for the education and knowledge to prevail (Beames et al., 2021).

These unforeseen circumstances raised multiple challenges like technology adoption, evaluation system changes, data management, security management, online modes of knowledge sharing, job loss and joblessness fears and many more (Khlaif et al., 2021). Hence coping with these severe conditions jolted the educational system on one side and also tested the temperament and perseverance of the teachers on the other side to keep the system stable, running and functional across the time of pandemic. These actions did helped to keep the academic activities ongoing however have impacted the lives of the teachers (Espino-Díaz et al., 2020). There have been many unasked questions which needs to be answered to devise actions for future. There has been recent addition to the existing body of knowledge which clearly shows that there was a rise in the anxiety, stress, lack of job satisfaction, communication gaps, poor work-life balance, social and physical isolation and many more (Carrillo & Flores, 2020). Lack of satisfaction later transforms in to multiple social and health issues and has been directly related to higher turnover ratio, lack of technology adoption and lack of interest in job and future prospects related to the existing job (Bhatti & Ghufuran, 2020). Work from home has been a challenge specially for teachers with older age as well as those who has poor access to the technology and internet facilities (Winter, Costello, O'Brien, & Hickey, 2021). The fear of COVID19 itself has been a major threat to the people. Social media took a very negative impactful role and lead to higher stress and lack of safety and security through increase spread of fake and false news across the timeline (Duraku & Hoxha, 2020). Hence these factors have much negatively impacted the lives of the teachers. Since Pakistan has faced a lot of lock down and other allied socio-economic and political issues which have always halted the educational activities, our teachers job satisfaction with reference to these circumstances must be evaluated and explored. Hence there was a gap to be addressed through evaluating these negative impacts and how these could be taken into consideration for similar future circumstances preparation.

**2. Review of literature:****2.1 Work Stress:**

Stress primarily refers to keeping something tighten up and hence applying force on it to enable it deliver the purpose. Stress has different meanings in different domains yet it has a

strong concept related to pushing a function, person, process, system, tool or any other component through an applied force which may help to optimize the output but also has strong negative impacts on the overall physique, form, nature and health (Burman & Goswami, 2018). When stress is related to human resources, it may mainly refer to mental stress which occurs due to occupational and work conditions which has been caused due to poor work physical, mental social, economic, psychological and financial aspects. Work stress is a high frequency phenomena observed across the globe in modern day work force (Khairani, Marjohan, & Ahmad, 2021). Work stress has been accepted socially as a mental illness in the recent explored body of knowledge. It has been related with the mental and physiological aspects of mental strain, higher level of depression and hypertension, lack of interest and ability to work, poor decision making, lack of capability to absorb information and poor analytical capabilities, higher anger and anxiety, etc (Riezebos & Huisman, 2021). Its basic reasons have been observed to be overload of work and assigned tasks, poor time management, poor coping with stress issues, force majeure, external organization and social factors, higher demands and expectations and poor governance framework and its application with reference to team and human resource management (Dhar, 2018).

This mental state of stress leads to release of multiple biochemical reactions in the human body which leads to higher senses of anxiety, depression, aggression, anger, tension and strain and were unable to be coped by the existing available resources at hand (Wu, 2020). With work based aspects and factors, job ambiguity, job conflicts, negative organizational environment, role conflicts, time pressure and lack of knowledge have always contributed to higher level of stress amongst the human resources. It has a strong relationship and impact on the job satisfaction (Sulaiman, Ibrahim, Motevalli, Wong, & Hakim, 2021).

It has been observed and explored that work and job stress has been on a high amongst the teaching professionals while the COVID-19 pandemic was high due to multiple factors explored above (Na, 2021). This negatively has impacted the work capabilities of the teachers and hence was impacting the overall job satisfaction of the teachers across the pandemic (Collie, 2021).

## **2.2 Work from Home:**

The concept of working from home is as old as 1970 where it was initiated based on engaging and incorporating human resources with limitations but were integrated in the work process (Dodi, Khusnul, & Kenny, 2021). It helped as a process as well as a protocol to enable better human resource integration by resolving the issues related to travel, distance, weather and climatic conditions, physical & physiological human conditions as well as allied major constraints (Hargreaves & Fullan, 2020). Higher end technological support and system integration enabled reaches these new heights. People work and provide guidance, consultancy and allied support across the globe. It's a great opportunity and tool to enhance and opt for the best available solutions and cost management (White, 2020). With Pakistan facing recent issues of terrorism and other socio-political issues, work from home was also practiced previously in few major urban centers while facing unrest at multiple occasions (Cheval et al., 2020).

Work from home though has many advantages with respect to economic, social, financial and allied aspects yet it also has a number of challenges to be faced. Appropriate technology, technology support, training, updated and high-tech software & hardware availability and other external factors like internet availability becomes some of the major hurdles (Bubb & Jones, 2020). With respect to teaching and educational purposes, it's a blessing in disguise where though it opened gates for multiple integrated educational options for study even for those in distant locations and other socio-economic & financial challenges yet opting and adopting to it was very challenging (Purcell, Heaps, Buchannan, & Friedrich, 2013). Managing silence, integrating softwares, updating resources, internet availability, managing resources, electricity supply, health, mental stress and many more have been observed as major challenges with respect to teaching in the context of COVID-19 (Asbari et al., 2020). Due to these faced challenges it was observed in the exploration of existing body of knowledge that earlier adoption was very poor, forced adoption was used in most of the cases and it resulted in poor performance and lack of better commitment to the work, work enjoyment, successful completion of the work and overall satisfaction with performance. It was hard for those people who have issues related to technical support and integrations specially in areas where technology support was missing, hardware dependency was high and communication gaps prevailed (Burgin, Coli Coli, & Daniel, 2022).

However it was overall agreed by most of the teachers in recent exploration that work from home acts as a blessing to enable teachers spend better quality time with their family, enable more active approaches for educational work and also incorporate better technological support and alternate resources for better teaching prospects with additional time and resource management support availability (Eutsler, Antonenko, & Mitchell, 2020).

### **2.3 Work Life Balance:**

Work lies at the center of the life of professionals and it has a strong impact on the lives of the people. Teachers are amongst those professionals who have a very high responsibility in the society to train and help develop the future generations through sharing, knowledge, wisdom, vision and broadening their future perspectives with training and inculcating skillset (Suresh, V Kandaswamy Sharma, Dr. Beulah & Assistant, 2018). Its one of the most demanding and challenging job of the modern times. It's the teachers who make up the institutions and on the basis of the faculty and teachers, institutions run and give sustainability to their survival. Teachers have two sphere's of life, personal and professional / work sphere (Johari, Yean Tan, & Tjik Zulkarnain, 2018). Teachers have to balance these two spheres to deliver their best outcomes. Being a challenging profession and work by itself, It always have an impact on the personal sphere of the teachers (Dr. D. Shoba & Dr. G. Suganthi, 2019).

COVID-19 transformed the teaching profession in an instant with shift to online mode of teaching on almost every scale without prior preparation and training (Tabasum, Khurasheed, Iqbal, & Siddiqui, 2021). This transformation was a challenge for almost any teacher since online mode of teaching is applied only in few limited educational institutions at a very smaller scale (Bhatti et al., 2024). This raised the bar way above the expectation of the existing infrastructure and framework for academic practices as well as profession in itself (Mamun,

2020). With implemented lockdown in major cities, closure of educational institutions and online mode of teaching from home with limited internet and almost no prior training transformed into a nightmare for most of the teachers in Pakistan as per explored through existing body of knowledge (Shobana & Siddiq, 2021). Hence the work-life balance completely shifted from a comparatively balance condition to highly unstable state where in-house work based outcome and optimum performance was not manageable since housing was never designed for such purposes in Pakistan and most of the teachers do not have lavish facilities to manage such a situation (Aziz-Ur-Rehman & Siddiqui, 2019). Since people were mainly levied off from their jobs specially in the teaching domain, in order to retain their jobs they were bound to sacrifice their personal life sphere for the professional one. This highly impacted their social and personal life and have strongly impacted their performance and job satisfaction (Attar, Çağlıyan, & Abdul-kareem, 2021). It has been observed as a recent trend that people from teaching domain shifted to online alternate trades in order to avoid such stress. Lack of work-life balance not only did de-motivated the teachers but also created issues related to moral, commitment, family life support and many other allied socio-personal domain aspects (Boakye, Mensah, Bartrop-Sackey, & Muah, 2021).

#### **2.4 Job Satisfaction:**

Job satisfaction is one of the most critical variable which helps in defining how much organizational and employees performance have been and how far they feel committed to the organization itself (Hameed, Ahmed-Baig, & Cacheiro-González, 2018). It is defined as a state of mind and perception of the work force and employees in which they feel comfortable with respect to their workplace settings where none of the internal or external factors negatively impact the workers and their capability to perform well (Hong, Liu, & Zhang, 2021). It mainly constitutes of employees and workers perception and mindset development based on the organizational behavior and the environment. It strongly relates with employees passionate behavior to their work and their organization (Madigan & Kim, 2021).

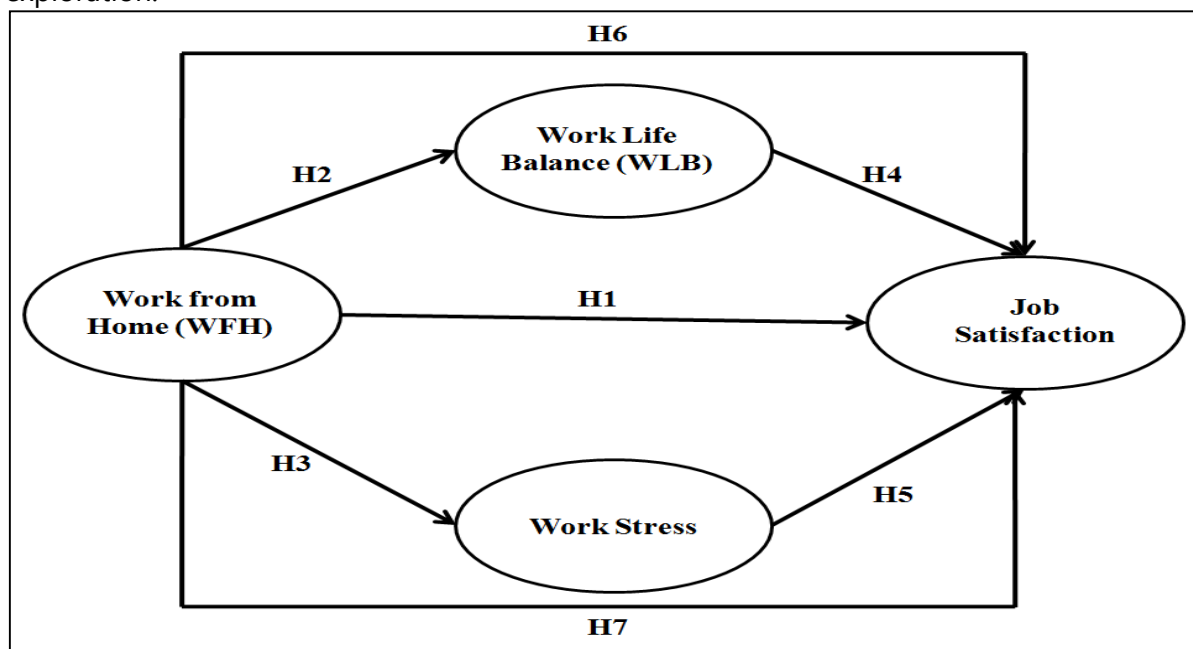
Teaching profession has been a challenging one as already explored in the existing body of knowledge (Martin, Hauret, & Fuhrer, 2022). There have been many variables which constitute job satisfaction with reference to the teaching domain. Some of the major include recognition, growth, motivation, promotion opportunities, work-life balance, human relationships, benefits, rewards, working conditions, recognition, or organizational support (Sudibjo & Manihuruk, 2022). These aspects have always been observed to have impacted the job satisfaction as well as the overall commitment, perseverance and engagement of a teacher towards its organization or institution (Chen et al., 2020).

With pandemic of COVID-19, teachers have been on the fore front of educational and academic war of struggling to ensure educational system survives and continues to perform its functions (Mahmood, Ariza-Montes, Saleem, & Han, 2021). They faced challenges throughout the timeline of pandemic and have to bare with technical, social, economical, financial, cultural and even political systems where without any formal prior training and available infrastructure and support, they managed to cope with the challenges to the best they can perform (Padmanabhanunni & Pretorius, 2021). However the negative impacts on

their job satisfaction with reference to the performance, work-life balance and work stress was enormous and must be explored with reference to the existing challenges faced and how the gaps from these issues be addressed through devising actions and exploration (Chitra, 2020).

**3. Proposed Research Concept Model:**

Based on the explored variables above from the existing body of knowledge and their anticipated relationship, following below proposed conceptual research model is used for exploration.



**Figure : 1 Proposed Research Concept Model**

Following major hypothesis have been postulated for further exploration as per shown above in the figure 1.

S.No	Hypothesis	Statement
1	H1	Working from home is positively related to job satisfaction.
2	H2	Working from home is positively related to work–life balance.
3	H3	Working from home is positively related to work stress.
4	H4	Work–life balance is positively related to job satisfaction.
5	H5	Work stress is negatively related to job satisfaction.
6	H6	Work–life balance mediates the effect of working from home on job satisfaction.
7	H7	Work stress mediates the effect of working from home on job satisfaction.

**4. Results and Analysis**

Data analysis was employed to draw findings with scientific rigor. Data analysis is a crucial component of the study since it is impossible to understand and fully comprehend the information about variables. It is necessary to clarify the obtained data using a variety of techniques and procedures in order to make it empirically relevant and valuable to the existing body of literature (Shamoo & Resnik 2009).

As the primary goal of the research is to gather data, evaluate it, and then draw conclusions from it, the acquired data is critically analyzed in this particular section to draw conclusions about the research.

#### 4.1. Descriptive Statistics

**Table 4.1 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Standard Deviation (S.D)
<b>WFH</b>	384	1.60	6.30	3.53	.833
<b>WLB</b>	384	2.00	6.44	4.16	.990
<b>WS</b>	384	1.67	6.33	3.97	1.08
<b>JS</b>	384	1.60	5.80	3.61	.839

Table 4.1 shows mean values of all four variables, mean value for independent variable work from home (WFH) 3.53 with standard deviation (S.D) of .833. Mean value for work life balance (WLB) is 4.16 with standard deviation of .990. Work stress (WS) mean is 3.97 with S.D 1.08. Mean value of the predicted variable job satisfaction (JS) is 3.61 with S.D .839.

#### 4.2. Demographic Analysis

The purpose of demographic analysis is to ascertain the existence, nature, and total population of participants in the research. Data was collected online using a self-administered questionnaire developed in Google forms. The target sample of the population was primarily the people working in academia. However people from other professions were also part of the survey based on the condition that they are either currently or in some time frame have worked from home. In the due time 384 responses were collected. The table 4.1 below provides a description of the demographic summary.

**Table 4.2 Demographic Results**

	N	Mean	Standard Deviation
<b>Age</b>	384	1.66	.758
<b>Gender</b>	384	1.44	.497
<b>Experience</b>	384	1.89	1.020

Total 384 participants took part in research. Respondents asked about their age, gender, qualification and work experience in order to know about the demographic characteristics of the sample of study. The mean and standard deviation of Age are 1.66 and .758 respectively.

Mean value for gender is 1.44 with standard deviation of 0.497. For work experience the mean and standard deviation values are 1.89 and 1.020 respectively.

**Table 4.3 Frequencies**

Sr. No	Demographic Variable	Demographic Characteristics	Frequency	Percent
<b>1</b>	<b>Gender</b>			
		<b>Male</b>	214	55.7
		<b>Female</b>	174	44.3
		<b>Total</b>	384	100.0
<b>2</b>	<b>Age</b>			
		<b>20-29</b>	188	49
		<b>30-39</b>	149	38.8
		<b>40-49</b>	37	9.6
		<b>50 years and above</b>	10	2.6
		<b>Total</b>	384	100.0
<b>3</b>	<b>Experience</b>			
		<b>1-5 years</b>	178	46.4
		<b>6-10 years</b>	113	29.4
		<b>11-15 years</b>	49	12.8
		<b>Above 15 years</b>	44	11.5
		<b>Total</b>	384	100.0

Table 4.3 represent the demographical frequencies of the data collected. Demographical variables represented in this table are gender, age, qualification and job. As the table shows that there were 214 male and 174 females from whom data were collected constituting 55.7% and 44.3% of the total sample respectively. Data involved people of varied age brackets from 20 years to above 50 years. 146 respondents i.e. 49% were ranged between 20 to 29 years of age. Respondents ranging between the ages of 30-39 were 133 in number that makes 38.8% of the total sample collected. 52 respondents were between the ages of 40 to 59 and represented 9.6% of the total sample. Respondents who constituted the least of the data were above the age of 50 years and contributed 2.6% of the total responses. Data collected also captured the responses of people with varied experience ranging from minimum 1 year to 15 years and above. 178 respondents that constitute 46.4% of the total sample have experience of 1 to 15 years. 29.4% respondents i.e. 117 were having experience of 6 to 10 years. Respondents with experience of 11 to 15 years were 49 in number and constituted 12.8% of the sample. Data had respondents of more than 15 years of experience were 44 in total and made 11.5% of the total sample of 384.

#### 4.3. Reliability Analysis

**Table 4.4 Reliability Analysis**

Variable	Number Of Items	Mean	Cronbach's Alpha
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<b>WFH</b>	10	1.42	.850
<b>WLB</b>	9	1.81	.720
<b>WS</b>	6	1.87	.740
<b>JS</b>	5	1.66	.780

Cronbach's alpha is used to assess the reliability of the scales that we use to measure the variable. As shown in table 4.4, all of the variables are reliable and show good reliability scores. The accepted reliability value for Cronbach's alpha is  $>.07$  (Hulin, Netemeyer, and Cudeck, 2001). The Cronbach Alpha for WFH is  $.850 > .07$ , for WLB it is  $.720$ . The Cronbach's alpha for WS is  $.740$ , whereas Cronbach's alpha for JS is  $.780$  and falls into the acceptable reliability range.

**4.4. Common Method Bias**

Common method bias (CMB) occurs when differences in replies are brought on by the instrument rather than the real predispositions of the respondents that the instrument is meant to reveal. In other words, you will be analysing the variances introduced by the instrument, which creates a bias. The 'noise' coming from the biased equipment taints your data as a result. Using Harman's single factor score, in which all items (measure latent variables) are put into one common factor, is one of the simplest ways to determine whether CMB is a problem in your study. It is likely that CMB has no impact on your data and consequently the outcomes if the sum of the variances for all factors is less than 50%.

**Table 4.5 The Harman single-factor test**

<b>Total Variance Explained</b>						
<b>Component</b>	<b>Initial Eigen values</b>			<b>Extraction Sums of Squared Loadings</b>		
	<b>Total</b>	<b>% of Variance</b>	<b>Cumulative %</b>	<b>Total</b>	<b>% of Variance</b>	<b>Cumulative %</b>
1	1.637	40.92	40.92	1.637	40.92	40.92
2	1.300	32.49	73.41	1.300	32.49	73.41
3	.695	17.37	90.79			
4	.368	9.21	100.000			

**4.5. Correlation**

A statistical metric known as correlation describes how closely two variables are connected linearly (meaning they change together at a constant rate). It's a typical technique for expressing straightforward connections without explicitly stating cause and consequence. Correlations are used to gauge how strongly two variables are connected linearly. From  $-1.0$  (perfectly negative correlation) to  $+1.0$  (perfectly positive correlation), the correlation coefficients range. As the correlation coefficients become closer to  $-1.0$  or  $1.0$ , the correlation between the variables gets stronger. However, the connection between the variables weakens as they approach a zero correlation coefficient. In the table above, the diagonal value of 1 demonstrates the exact correlation between linked variables.

The correlation between the variables is shown in Table. 4.6.

**Table 4.6 Correlation**

Correlations					
		WLB	WFH	WS	JS
WLB	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	384			
WFH	Pearson Correlation	.249**	1		
	Sig. (2-tailed)	.000			
	N	384	384		
WS	Pearson Correlation	.259**	.415**	1	
	Sig. (2-tailed)	.000	.000		
	N	384	384	384	
JS	Pearson Correlation	.326**	.129**	-.264**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	345	345	345	345

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**4.6. Regression Analysis**

**4.6.1 Hypothesis 1:**

- H<sub>1</sub>: Working from home (WFH) is positively related with job satisfaction (JS)
- H<sub>2</sub>: Working from home (WFH) is positively related to work-life balance (WLB)
- H<sub>3</sub>: Working from home (WFH) is positively related to work stress (WS)
- H<sub>4</sub>: Working life balance (WLB) is positively related with job satisfaction (JS)
- H<sub>5</sub>: Work stress (WS) is negatively related to job satisfaction (JS)

**Table 4.7 Hypothesis Testing**

Relationships	B	SEB	β	t	Sig.	Decision
WFH→JS	0.589	.066	0.418	8.994	.000	Supported
WFH→WLB	0.483	.045	0.483	10.795	.000	Supported
WFH→ WS	0.269	.066	0.203	4.048	.000	Supported
WLB→JS	0.464	.066	0.338	7.029	.000	Supported
WS → JS	-0.192	.065	-0.149	-2.936	.004	Supported

Note

WFH→JS R<sup>2</sup>= .175, Adjusted R<sup>2</sup>= .173, F=80.889, P<0.01

WFH→WLB R<sup>2</sup>= .234, Adjusted R<sup>2</sup>= .232, F = 116.529, P< 0.01

WFH→ WS

Table 4.7 show the results for H<sub>1</sub>, H<sub>2</sub> and H<sub>3</sub>. For H<sub>1</sub>, the results given within the table provided strong justification. In the primary step, we regress WFH on JS. Results show that WFH has a

positive and significant impact on JS. Where the  $\beta$  value is the rate of change which demonstrates that a 1-unit change in WFH leads to a 41% increase JS. The results are significant at 1% level of significance.

For the mentioned hypothesis  $H_2$ , the results in the table 4.7 give justification. We regress WFH on WLB. Results demonstrates that WFH has a little but positive and significant impact on WLB. Where the  $\beta$  value exhibits that a 1% change in WFH to 20% change in PS. The results are significant at 1% level of significance.

For the stated hypothesis  $H_3$ , the results in the table 4.7 give justification. We regress WFH against JS. Results depicts that WFH has a strong and positive and significant impact on JS. Where the  $\beta$  value shows that a 1% increase in WFH leads to increase in JS by 48%. The results are significant at 1% level of significance.

In regression analysis, WLB was treated as an independent variable and it was regressed against JS behavior of employees. Regression analysis for  $H_4$  has shown that Beta value is 0.338 which shows that increasing WLB by 1% will increase JS by 33% which is a significant at 1% level of significance.  $H_4$  is in this way accepted which states that WLB has a positive influence on JS. The results are significant at 1% level of significance.

In regression analysis pertaining to  $H_5$  WS was treated as an independent variable its impact is tested on JS. Regression analysis for  $H_5$  has demonstrated that R Square ( $R^2$ ) is about .022 which implies that 2 percent of the adjustment in the dependent variable (JS) can be clarified by changes in the independent variable (WS). Beta value is -0.149 which shows that JS will be diminished by 14 % by expanding one unit of WS.  $H_5$  is in this way acknowledged which states that WS has a negative influence on JS. The results are significant at 5% level of significance.

**H<sub>6</sub>:** Working life balance (WLB) mediates the effect of working from home on job satisfaction (JS)

**H<sub>7</sub>:** Working stress (WS) mediates the effect of working from home on job satisfaction (JS)

**Table 4.8 Indirect Relationships**

Relationships	Effects	SE	LLCI (95%)	ULCI (95%)	Decision
<b>WFH→WLB→JS</b>	.0316	.0400	.1123	.0456	Supported
<b>WFH→WS→WLB</b>	.1128	.0337	.1885	.0542	Supported

**5. Discussion**

COVID-19 was a major pandemic seen in the beginning of the 21<sup>st</sup> century as a major public health large scale threat to the humanity at the global scale. It jolted the whole existing socio-economic and functional system of the world including the educational formal ways of academia were challenged and hence distance learning and online educational methods were explored and deployed all across the globe. Pakistan was no exception and hence has been on the track towards enabling a better coping mechanism towards ensuring educational and academic activities keep on track with pandemic and post pandemic challenges faced today. Since human life is considered as the most fragile and most valuable asset that the earth has, its safety and security becomes one of the most critical and vital aspects to be highlighted and followed at all times. Hence exploration of multiple aspects which could have impacted

negatively on the life of the people and their working under normal conditions have been observed to be in a diverse fashion rather than as anticipated.

As evident from the analysis of the data collected above, Working from home (WFH) is positively related with job satisfaction (JS). It was mainly because working from office could have taken a strong toll on the life of the teacher as well as the student. Here the life prioritization with respect to safety, survivability and sustainability came out to be more prime and significant that working from a safe place like home has positively related to job satisfaction. In the second hypothesis exploration, Working from home (WFH) is positively related to work-life balance (WLB) which clearly shows that working from home is now considered as the New Normal of the post Pandemic era. Though in any normal regular routine life of professionals including teachers, working from home would have negatively impacted the work life balance of the teacher but in the pandemic case, it turns out to be a blessing in disguise where the opportunity transformed into a blessing for not only staying safe, healthy and secure but also getting a chance to evolve better time with both work and home life while utilizing all the travel time etc in the home activities.

With respect to 3<sup>rd</sup> hypothesis, data analysis revealed that Working from home (WFH) is positively related to work stress (WS). Here the major explored aspects identified that due to pandemic circumstances, the conditions of lockdown and allied aspects of travel restrictions and fear of being getting infected lead to higher level of stress if one was offered or forced to visit the working place and lead to work stress due to self safety and health concerns. Hence staying away at home while still be able to deliver the work specially through online teaching methods, tools and techniques lead to a reduced level of work stress while working from home. With respect to the 4<sup>th</sup> hypothesis, data analysis revealed that Working life balance (WLB) is positively related with job satisfaction (JS) since the better you feel safe and secure with healthy conditions at home, the more job satisfaction you have since you were still able to have the job while delivering the tasks and completing the activities from home. The 5<sup>th</sup> hypothesis also revealed that Work stress (WS) is negatively related to job satisfaction (JS) specially during the pandemic time frame. Here the exploration was based on the perception that work stress was mainly caused due to work place conditions but through previously 4 hypothesis exploration, it became evident that job satisfaction in the pandemic time while working from home was higher and work stress was mainly caused due to pandemic based forced majeure conditions on which the work force including teachers have no control and hence have lead to a higher level of work stress if job satisfaction was not managed properly. Thus it was evident that due to external forced issues including pandemic conditions and its corresponding issues, job stress would rise if people were forced to come to work conditions when they are unsafe and hence will have negatively impacted their work capability as well as job satisfaction.

With respect to the 6<sup>th</sup> hypothesis, working life balance (WLB) mediates the effect of working from home on job satisfaction. It was evident from previous hypothesis that work life balance is positively related to job satisfaction but working from home mediates the relationship by adding reinforcement in the relationship towards enabling better work balance through working from home in the pandemic and COVID-19 times and thus was able to lead to

enhanced job satisfaction once both working from home and work life balance was enabled and prioritized. In the 7<sup>th</sup> hypothesis, Working stress (WS) mediates the effect of working from home on job satisfaction (JS) with higher working stress mainly coming from working from office during the pandemic time and hence working from home was the best option to enable better job satisfaction keeping inline with the health and safety of the teachers enabling online teaching modes and methods.

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