Research Article

A Descriptive Study to Assess the Daily Life Challenges Faced by Female Teachers during COVID-19

Mansi Dabola[1], Fareha Khan[2], Tamang E[2]

[1]MSc Nursing Student, [2]Assistant Professor, Rufaida College of Nursing, Jamia Hamdard (Deemed to be University), New Delhi, India.
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I N F O

Corresponding Author:
Mansi Dabola, Rufaida College of Nursing, Jamia Hamdard (Deemed to be University), New Delhi. India.
E-mail Id:
mansidabola011@gmail.com
Orcid Id:
https://orchid.org/0000-0003-2339-3057

A B S T R A C T

Introduction: The challenges of working women differ with the job they are doing, and the family in which they are living. The teaching profession mostly includes female teachers, therefore, a descriptive study was undertaken, to assess the daily-life challenges faced by female teachers doing household chores and taking online classes during COVID-19 lockdown in a selected area of Dehradun, Uttarakhand.

Objectives: The study was conducted to assess the daily-life challenges faced by female teachers doing household chores and taking online classes during COVID-19 lockdown and to seek the association between the challenges faced and the selected demographic variables.

Methodology: Quantitative approach was adopted using descriptive research design to accomplish the objectives of the study. 60 female teachers were selected as study samples using purposive sampling technique. The tool used for conducting the study was a structured rating scale to assess the daily-life challenges. Online Google survey forms were distributed to samples using their email ids.

Result: Data were collected andanalysis and interpretation were done using descriptive and inferential statistics. The study showed that moderate daily life challenges were faced by the female teachers. Conclusion:The study concluded that daily life challenges are faced by female teachers doing household chores and taking online classes during COVID-19 lockdown in the selected area of Dehradun, Uttarakhand.

Keywords: COVID-19 Lockdown, Daily Life Challenges, Household Chores

Introduction

India is a traditional country and women play a prominent role in the cultural, social, political, and economic growth of a country. Nowadays, women play a vital role in society and have many choices in every sector like nurses, doctors, and teachers as the role of women is not limited to household chores and without the contribution of women, a society cannot run properly.[1]

In today's world, it is very important to balance a family for a woman as in the olden days, men were treated as important

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since they were responsible to fulfil the financial need of the family and women were told to handle household chores only.[2]

As women started working, their lives have become a little busier as they have to manage professional and personal life at the same time, for example, women have to wake up early in the morning so that they can make food and do all the household chores and after that, they have to get ready for the professional work. With the COVID-19 scenario, the lives of women have become tougher as they have to change their daily routines. As every challenge opens up a new opportunity, we should take this COVID-19 challenge as a chance for improvement in the future educational sector. This change will directly impact the daily routine of teachers. As the number of COVID-19 cases rises, it becomes important for every citizen to take more precautions. One of the major precautions is social distancing.

Methodology

The quantitative research approach was used and the design for the study was descriptive research design.The study was conducted in January-February 2021. The setting for the study was Jolly Grant, Dehradun. The population comprised of female teachers doing household chores and taking online classes during the COVID-19 lockdown in Jolly Grant, Dehradun. The sample size included 60 female teachers. Purposive sampling technique was used. Ethical permission was taken from the Institutional Ethics Committee of Jamia Hamdard, New Delhi to conduct the research. Consent was taken from each participant. The tool was developed by an extensive review of the literature to develop the items and scoring technique. Instructions were developed for the responder and formulation of the item was done with their scoring.

The tool was divided into 2 sections: Section A included demographic data and Section B consisted of a structured rating scale that was usedto assess the daily life challenges faced by female teachers doing household chores and taking online classes during the COVID-19 lockdown.

Section A: Demographic Data

It consisted of the demographic profile of the subjects that includes age, gender, designation, qualification, marital status, family type, and number of children.

Section B: Structured Rating Scale

It was used to assess the daily life challenges faced by female teachers doing household chores and taking online classes during the COVID-19 lockdown. It consisted of 3 parts: Part A was biological challenges, Part B was psychological challenges, and part C was social challenges.

The validity of the tool was ensured by 7 experts. 2 experts were selected from the field of psychology, 3 experts were from community health nursing, and 2 experts were from mental health nursing. Necessary modifications were incorporated based on their suggestions. Cronbach alfa was used to check the reliability of the tool and the r value was found to be 0.982. After obtaining formal permission from the concerned authority, a pilot study was conducted on 6 individuals. The result of the pilot study indicated that the study was feasible. After the pilot study, the final study was conducted on 60 samples with the use of descriptive and inferential statistics for data analysis.

Results

Section I: Description of the Demographic Characteristics of the Study Subjects

Table 1(a).Frequency and Percentage Distribution to describe the Demographic Characteristics of Female Teachers

n = 60

Demographic Characteristics	Frequency	Percentage
Designation		
Professor	03	5.0
Assistant professor	08	13.3
Lecturer	10	16.7
Senior teacher	06	10.0
Junior basic teacher	10	16.7
Tutor	17	28.3
Trained graduate teacher	04	6.7
Clinical instructor	01	1.7
Trainee teacher	01	1.7
Age (in years)		
< 30	24	40.0
30-40	36	60.0
Marital status		
Married	60	100.0
Type of family		
Nuclear	30	50.0
Joint	29	48.3
Extended	01	1.7
Do you have children?		
Yes	46	76.7
No	14	23.3
Number of children		
1	33	55.0
>1	13	21.7
0	14	23.3

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Table 1(b).Frequency and Percentage Distribution to describe the Demographic Characteristics of Female Teachers

n = 60

Demographic Characteristics	Frequency	Percentage
Monthly family income (in INR)		
< 20,000	9	15.0
20,000-30,000	13	21.7
30,000-40,000	11	18.3
> 40,000	27	45.0
Type of workplace organisation		
Government	9	15.0
Semi-government	2	3.3
Private	49	81.7
Type of platform		
Zoom	19	31.7
Google team	17	28.3
MS team	05	8.3
Zoom, Google Meet	05	8.3
Google and MS Team	01	1.7
Zoom, Google team, MS	02	3.3
Zoom, WhatsApp	01	1.7
WhatsApp	10	16.7

Table 1 shows the sociodemographic distribution of the participants.

Section II: Findings on the Assessment of the Daily Life Challenges faced by Female Teachers

Table 2 shows the various factors related to daily life challenges faced by teachers.
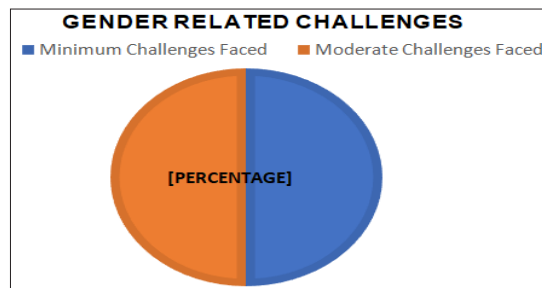

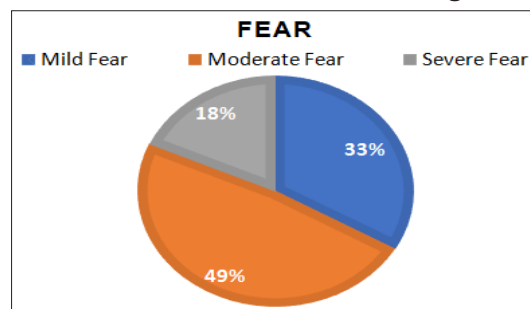**Figure 1.Percentage Distribution of Study Subjects by Level of Gender-related Challenges**

Figure 2.PercentageDistribution of Study Subjects by Fear

Figure 3.Percentage Distribution of Study Subjects by Anxiety

Table 2.Mean, Median and Standard Deviation of Daily Life Challenges faced by Female Teachers

Daily-life Challenges	Possible Range of Score			Obtained Rangeof Scale		Mean	Median
				Min	Max		
Biological factor							
Gender-related challenges	Minimum (0-20)	Moderate (21-40)	-	1	40	21.73	20.50
Psychological factors							
Fear	Mild (0-14)	Moderate (21-32)	Severe (28-40)	0	38	18.90	18.00
Anxiety	Mild (0-14)	Moderate (21-32)	Severe (28-40)	0	40	20.82	21.00
Level of confidence	Good (0-14)	Average (21-32)	Poor (28-40)	0	37	15.30	14.00
Social factor							
Social relation	Good (0-20)	Average (21-40)	-	0	40	18.35	19.50

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Figure 4.Percentage Distribution of Study Subjects by Level of Confidence
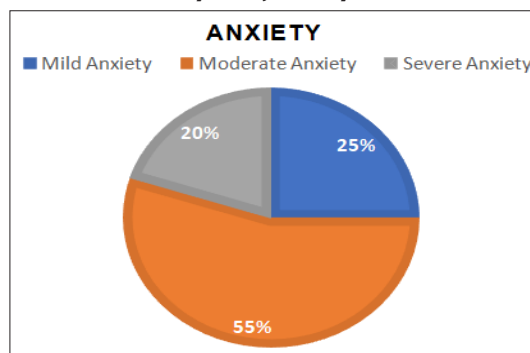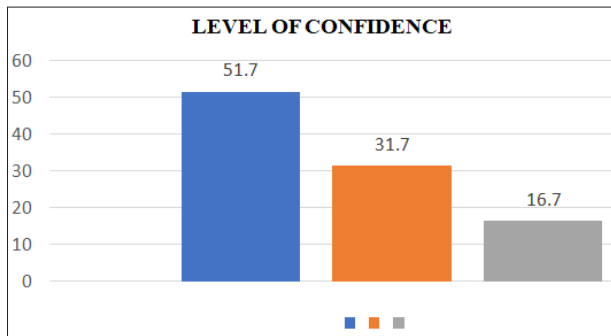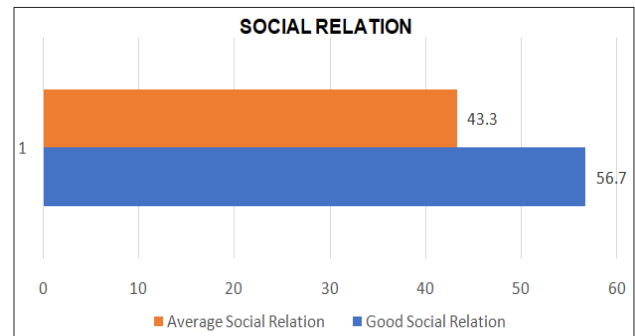

Figure 5.PercentageDistribution of Study Subjects by Social Relation

Table 3.Association between Daily Challenges faced by Female Teachers during COVID-19 Lockdown and Selected Demographic Variable (Age)

n = 60

Daily-life Challenges		Age (in Years)		Chi-square Value	df	P Value	Interpretation at 95% CI
		< 30	30-40				
Gender-related challenges	Minimum	14	16	1.115	1	0.291	Non-significant
	Moderate	10	20				
Fear	Mild	10	10	1.627	2	0.443	Non-significant
	Moderate	11	18				
	Severe	3	8				
Anxiety	Mild	8	7	1.515	2	0.469	Non-significant
	Moderate	12	21				
	Severe	4	8				
Level of confidence	Good	18	13	9.272	2	01	Significant
	Average	3	16				
	Poor	03	07				
Social relation	Good	18	16	5.654	1	0.02	Significant

Table 4.Association between Daily Challenges faced by Female Teachers during COVID-19 Lockdown and Selected Demographic Variable (Monthly Family Income)

n = 60

Daily-life Challenges		Monthly Family Income (INR)				Chi-square Value	df	P Value	Interpretation at 95% CI
		<20000	20000-30000	30000-40000	> 40000				
Gender-related challenges	Moderate	7	7	4	12	4.006	2	0.261	Non-significant
	Minimum	2	6	7	15				
Fear	Mild	3	2	4	11	4.449	6	0.616	Non-significant
	Moderate	6	8	6	13				
	Severe	1	2	3	5				
Anxiety	Mild	1	2	3	9	2.634	6	0.853	Non-significant
	Moderate	18	15	0	0				
	Severe	4	8	0	0				

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Level of confidence	Good	5	6	4	16	2.413	6	0.878	Non-significant
	Average	3	4	5	7				
	Poor	01	3	2	4				
Social relation	Good	7	7	4	15	3.596	3	0.309	Non-significant
	Average	2	6	7	11				

Table 5.Association between Daily Challenges faced by Female Teachers during COVID-19 Lockdown and selected Demographic Variable (Organisation Type)

n = 60

Daily-life Challenges		Organisation Type			Chi-square Value	df	P Value	Interpretation at 95% CI
		Govt	Semi-govt	Private				
Gender-related challenges	Moderate	3	0	27	3.510	2	0.173	Non-significant
	Minimum	6	2	22				
Fear	Mild	4	0	16	2.776	4	0.596	Non-significant
	Moderate	3	1	25				
	Severe	2	1	8				
Anxiety	Mild	2	0	13	2.837	4	0.586	Non-significant
	Moderate	4	1	28				
	Severe	3	1	8				
Level of confidence	Good	5	0	26	6.041	4	0.196	Non-significant
	Average	1	1	8				
	Poor	3	1	6				
Social relation	Good	5	1	28	0.045	2	0.978	Non-significant
	Average	4	1	21				

The distribution of the participants as per gender-related challenges, fear, anxiety, confidence, and social relations has been shown in Figures 1-5.

Section III: Findings related to the Association between Daily life Challenges and Demographic Variables

Tables 3-5 show the association of daily life challenges faced by the female teachers with age, monthly family income, and organisation type.

Discussion

As the number of COVID-19 cases rises, it becomes important for every citizen to take more precautions. One of the major precautions is social distancing. It has led everyone to work from home and to deliver knowledge through digital platforms. Prior to COVID-19, the educational sector was totally based on offline education (classroom education), but during COVID-19, this offline mode has changed to online teaching programmes where teachers have to take classes from home with the help of the internet. The present study revealed that most female teachers had faced daily-life challenges including gender-related challenges, fear, anxiety, lack of confidence, and social relation problems, and many of them were reluctant to reveal it.

The findings of the study are supported by research conducted by Nath BK on the problems of female teachers in Kerala. The objective of the study was to assess the personal and professional problems faced by female school teachers. The problems of teachers were identified using the tools like questionnaires and interviews. Results showed that many respondents were not taking morning meals and they did not have time to relax. A higher ratio of the teachers was engaged in the clerical work related to documentation.[3]

In the present study, out of 60 subjects, 30 (50%) experienced minimum daily-life challenges, and 30 (50%) experienced moderate daily-life challenges (Figure 1). Out of 60 subjects, 29 (48.3%) experienced moderate fear, 20 (33.3%) experienced mild fear, and only 11 (18.3%) experienced severe fear (Figure 2). Out of 60 subjects, 33 (55.0%) experienced moderate anxiety, 15 (25.0%) experienced mild anxiety, and only 12 (20.0%) experienced severe anxiety (Figure 3). Out of 60 subjects, 31 (51.7%)

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had good confidence, 19 (31.7%) had average level of confidence, and 10 (16.7%) had poor level of confidence (Figure 4). Study subjects revealed that out of 60 subjects, 34 (56.7%) experienced good social relations, and 26 (43.3%) experienced average social relations (Figure 5).

Chi-Square test (inferential statistics) was applied at 95% Confidence Interval (CI) using IBM SPSS Statistics tool to assess the association between the selected variables. It showed a statistically significant association between daily-life challenges and age. No statistical association was found between daily-life challenges and other selected demographic variables (family type, workplace organisation, number of children, and family income).

Conclusion

The study concluded that female teachers faced daily-life challenges during COVID-19 lockdown.

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Source of Funding: None

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