

**Proceedings of the  
Two days - Virtual National Conference on  
RECENT TRENDS IN BUSINESS  
(RBT-1.0)**

**22<sup>nd</sup> & 23<sup>rd</sup> Sep - 2021**

**Chief Editors  
Dr.C.S.Edhayavarman  
Dr.A.Vanitha**



**Organised by  
Research Department of Business Administration  
ARUMUGAM PILLAI SEETHAI AMMAL COLLEGE  
Thirupattur – 630 211, Sivagangai Dt., Tamil Nadu.**

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## **Proceedings of the Two days - Virtual National Conference on RECENT TRENDS IN BUSINESS (RBT-1.0)**

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## LIST OF PAPERS

No	Title	Page No.
1.	<p><b>A Study on Management of Non-Performing Assets in Indian Bank</b>  <b>Mrs. S. Kayathri</b>, B.E., MBA, SLET, Assistant Professor, OAA MAVMM School of Management, Madurai – 625301  <b>Dr. B. Selvarajan</b>, M.Com., M.Phil., MBA, Ph.D, Professor, OAA MAVMM School of Management, Madurai – 625301</p>	1
2.	<p><b>Resilient CRM Strategies SLEWS During Covid-19- The Unprecedented Paradigm Shift in the Prevailing Business Manifestation–A Descriptive Study</b>  <b>Mr.T. JUSTIN</b> MBA, NET, <i>Ph.D.Research Scholar (PT)</i>, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Madurai Road, Tiruppattur – 630 211  <b>Dr.S.AMUTHA</b>, Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Madurai Road, Tiruppattur – 630 211,</p>	11
3.	<p><b>The Psychology of Innovation: Benchmark Models for Affordable Healthcare Delivery through Differentiated Services – Evidence from India</b>  <b>S.Saravanan</b>, Assistant Professor, Gnanam School of Business, Sengipatti, Thanjavur  <b>Dr.M.Muthukamu</b>, Associate Professor &amp; Head, Department of Business Administration, A.P.S.A. College, Thiruppattur – 630211</p>	17
4.	<p><b>Current Trends in Global Business Management – A Conceptual Framework</b>  <b>Ms. K.ANITHA</b>, Research Scholar, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur, Sivagangai District  <b>Dr.S.AMUTHA</b>, Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur, Sivagangai District</p>	27
5.	<p><b>Work Life Balance for Management Faculties in India- A Literature Review Analysis</b>  <b>Xavier J Stalin</b> Research Scholar, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur-630211. Email:donustalin@gmail.com  <b>Dr. M. Muthukamu</b> Associate Professor &amp; Head, Department of Business Administration, A.P.S.A. College, Thiruppattur – 630211</p>	32
6.	<p><b>A Study on customers satisfaction level towards mobile banking in selected public sector banks with special reference to Sivagangai District</b>  <b>M. Jothi Muthu</b>, Ph.D Research Scholar, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppathur  <b>Dr.R.Kalidoss</b>, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppathur</p>	37
7.	<p><b>The Perspective on Contemporary Management Practices in the Prevailing Business Phenomenon</b>  <b>Mr.T. JUSTIN</b> MBA, NET, <i>Ph.D.Research Scholar (PT)</i>, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Madurai Road, Tiruppattur – 630 211  <b>Dr.S.AMUTHA</b>, Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Madurai Road, Tiruppattur – 630 211.</p>	45

No	Title	Page No.
8.	<p><b>A Study on The Gender Equality of Workplace in Bhargave Rubber Industry, Madurai</b>  <b>Dr.K.Jeyabalan</b> Associate Professor Department of MBA Syed Ammal Engineering College  <b>S.Jayamaladevi</b> Assistant Professor Professor Department of MBA Syed Ammal Engineering College  <b>A.Rama Lakshmi</b> Assistant Professor Professor Department of MBA Syed Ammal Engineering College</p>	49
9.	<p><b>Influence Of Youtube on Marketing Strategies and Consumer Behavior</b>  <b>Sameera.M,</b> Research Scholar, Research department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur- 630 211.  <b>Dr. M. Muthukamu,</b> Associate Professor &amp; Head, Research department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur- 630 211.</p>	54
10.	<p><b>Impact of Marketing Strategy on Business Performance: A Study on Automobile Industries in Madurai</b>  <b>Dr. R. Meikanda Ganesh Kumar,</b> Professor, Department of Management Studies, Syed Ammal Engineering College, Ramanathapuram  <b>Mrs. K. Veera Brindha,</b> Assistant Professor, Department of Management Studies, Syed Ammal Engineering College, Ramanathapuram  <b>Ms. A. Vaishnavi,</b> Assistant Professor, Department of Management Studies, Syed Ammal Engineering College, Ramanathapuram</p>	60
11.	<p><b>Various Impact Of Covid-19 On DigitalPayment Services At Urban and Rural</b>  <b>Dr.D. Chandru,</b> Associate professor &amp; Director Nalanda Schoolof Business – Trichy  <b>Ms. S. Shalini,</b> Assistant professor, Nalanda Schoolof Business - Trichy,</p>	66
12.	<p><b>Consumer Sales Promotions Towards Green Products in Tenkasi District</b>  <b>D. SUBRAMANIAN,</b> (Reg No. 19221151061007) Research Scholar (Part Time), Management Studies and Commerce Pasumpon Muthuramalinga Thevar College, Melanethinallur, Affiliated to Manonmaniam Sundaranar University - 627012 Tirunelveli (Dist), Tamil Nadu, India.  <b>Dr.T. BABURAJENDRA PRASAD,</b> Assistant Professor, Department of Business Administration, MSU Constituent College, Kanyakumari (Dist), Tamil Nadu, India.  <b>Dr. B. SHEEBAPEARLINE,</b> Assistant Professor, Department of Commerce Pasumpon Mutthuramalinga Thevar College, Melanethinanallur, Tirunelveli (Dist), Tamil Nadu, India.</p>	73
13.	<p><b>Recent Challenges in Electronic Banking -An Investigative Study</b>  <b>Dr.P.Rajendran,</b> Assistant Professor, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppattur, Sivagangai District, TamilNadu.  <b>Mr.V.Nagarajan,</b> Assistant Professor, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppattur, Sivagangai District, TamilNadu.</p>	76
14.	<p><b>Challenges in Banking Sector in India</b>  <b>Dr.B.Sasikumar,</b> Assistant Professor, Department of Economics, Arumugam Pillai Seethai Ammal College, Thiruppattur.</p>	80

No	Title	Page No.
15.	<b>Emerging Trends That Influences Financial Inclusion In India</b> <b>M.P.Prince Allwyn Jebaraj</b> , Assistant Professor, Department of BBA CA, Sri Krishna Adithya College of Arts and Science and Part Time Research Scholar P.hD, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur 630211 <b>Dr. C.S. Edhayavarman</b> , Assistant Professor, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur 630211	85
16.	<b>Role Of Micro Finance In Promoting Financial Inclusion In India</b> <b>M.P.Prince Allwyn Jebaraj</b> , Assistant Professor, Department of BBA CA, Sri Krishna Adithya College of Arts and Science and Part Time Research Scholar P.hD, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur 630211 <b>Dr. C.S. Edhayavarman</b> , Assistant Professor, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur 630211	88
17.	<b>A Study on Impact of ICT On School Employees During Lockdown in Kerala.</b> <b>RINAZ SHERIF M</b> Research Scholar, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College. <b>Dr. C.S.EDHAYAVARMAN</b> Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College.	92
18.	<b>A Study on Factors Influencing Employee Retention in Software Industry, Tamil Nadu</b> <b>R. Rampriya</b> Research Scholar, Department of Business Administration, A, Arumugam Pillai Seethai Ammal College, Tirupattur – 630211 <b>Dr. A. Vanitha</b> Assistant Professor, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Tirupattur – 630211	96
19.	<b>A study on Performance Evaluation of Small-Scale Industrial units in Sivagangai District – An Entrepreneurial Perspective</b> <b>Dr.S.Amutha</b> , Assistant Professor, PG & Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tirupattur – 630211 <b>Dr.M.Pandidevi</b> , Assistant Professor, Department of B.Voc (Banking and Financial Service), APSA College, Tirupattur-630211	103
20.	<b>Comparison of level of stress, between experimental and control group before yoga intervention and after intervention</b> <b>Dr.P.Ramya</b> , Assistant Professor Thiru Vi Ka Govt Arts College Thiruvapur	114
21.	<b>Latest trends in Banking and Financial Services in India – 2021</b> <b>Mr.M.Anand</b> , Research Scholar, Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thirupathur, Sivagangai District, Tamil Nadu, India. <b>Dr.S.AMUTHA</b> , Assistant Professor, Research Department of Business Administration, Arumugam Pillai Seethai Ammal College, Thirupattur, Sivagangai District.	118
22.	<b>The Problems of Youth Unemployment and Juvenile Delinquency In India With Special Reference To TamilNadu State</b> <b>Dr.B.Kavitha</b> , Associate Professor, Department Of Commerce With Computer Application, Dr. Umayal Ramanathan College For Women, Karaikudi.	123

No	Title	Page No.
23.	<p><b>Leadership Challenges on Motivation During Covid 19 Pandemic Situations</b>  <b>Ms. Aswathi Mohanan</b>, Research Scholar, Research department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur, Tamil Nadu, India  <b>Dr.S.Amutha</b>, Assistant Professor, Research department of Business Administration, Arumugam Pillai Seethai Ammal College, Thiruppattur, Tamil Nadu, India</p>	126
24.	<p><b>Foreign Direct Investment Growth in Retail Sector</b>  <b>V. Prema</b>, Ph.D Full Time Scholar, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppathur,  <b>Dr.R.Kalidoss</b>, Assistant Professor, PG &amp; Research Department of Commerce, Arumugam Pillai Seethai Ammal College, Tiruppathur</p>	131
25.	<p><b>Impact of Digital Marketing During Covid 19</b>  <b>Mrs. K.Bhuvaneshwari</b>, Assistant Professor, Department of Information Technology, Arumugam Pillai Seethai Ammal College, Thirupattur, Sivagangai District</p>	133
26.	<p><b>Pharmaceutical industry marketing</b>  <b>Ms. B.Supathira</b>, Assistant Professor, Department of Information Technology, Arumugam Pillai Seethai Ammal College, Thirupattur, Sivagangai District</p>	135

## WORK LIFE BALANCE FOR MANAGEMENT FACULTIES IN INDIA- A LITERATURE REVIEW ANALYSIS

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### ABSTRACT

*This research work aims to analyse the previous researches conducted on the work life balance for Management faculties in India. 23 research papers were analysed which was done in India and abroad during the year 2020 and 2021 (covid 19 pandemic period). It was found out that work life balance of Netherlands' multinational employees, Canadian teachers, Dental instructors and students, Italian teachers, US Clinicians, Cech Republic employees were analysed. No specific study was found out for management faculties in India post pandemic covid 19. This study suggests to further analyse the work life balance of Management faculties in India post pandemic covid 19.*

**Keywords:** Work life balance, Pandemic, Covid 19, Management faculties.

### I. Introduction

Management education has become an increasingly growing area worldwide. Faculties working in management educational institutions must always be updated on the happenings of the world to ensure that they impart good quality knowledge to their students. With the increasing competitiveness in educational institutions, the quality of the faculty has become of prime importance. Faculties employed in management educational institutions have to meet the high expectations from the institution management, students, parents and the society. This develops high pressure on the faculties and hinders their performance at work. This imbalance also affects the personal life of the management education teaching staff. Most of them have switched over to other jobs in the last 2 decades. Many of them have changed their field of work and have chosen the field which is a more stress-free environment. This has led to the drop in the quality of students passing out from management institutions. Most of the management students find it difficult to get a job which is at par with their qualification and even sometimes compromise themselves with the under employment which is feeding a less pay to manage their daily requirements. If the faculties of management are able to maintain a good work life balance, it will benefit not only for them to lead a peaceful life but also the student community immensely. The stressful work environment for the faculties of management educational institutions has a direct negative impact on the academic performance of the management students and influence in the process of hunting good jobs (private or public) or becoming entrepreneurs.

Work Life Balance of management faculties have a great impact on the life of the students of management education. It is found that management faculties are in great stress due to the changing culture and student behaviour. It shows a negative relation between the occupational stress and the work life balance (Asma Zaheer, 2016). The expanding diversity in family formation have made it more relevant to have a work life balance of management faculties. The teaching faculties must ensure to voice out their wants and needs to the management of the institution for better operation of the institute (Muthulakshmi, Feb 2018). Increasing stress at work with the management faculties have resulted in poor performance at work and a bad personal life. It has shown that faculties must prioritize certain aspects in personal and professional life to ensure work and home are doing well (S Mari, July 2015). This paper aims to through light on the challenges of management faculties and its impact on the management



students and their placements. The paper aims to find out the unexplored area of this field and to suggest the further studies which can be conducted on work life balance for management faculties those who are working from home.

## II. Work Life Balance – Literature Review

Amongst Dutch parents, mothers work in essential occupation more than the fathers, hence they reported more time adjustment due to pandemic Covid -19. Mothers continue to work more for childcare and household work, but some fathers report that they are taking more care of child and contributing at household work during lockdown in comparison to before. It was found out that there is an increase in gender inequality in relation to paid work and quality of life when comparing the situation prior to and during the lockdown. Decrease in gender inequality was also evident amongst Dutch parents in the division of childcare and household work (Mara A. Yerkes, 2020). According to a research amongst Teleworker in Czech Republic six factors like implementation due to higher efficiency, monitoring is performed according to the results, managers see the disadvantages of TW in its possible misuse, the enterprises use internal TW regulations, the manager see the main advantage as higher operational flexibility, the introduction of TW due to work life balance that have different impact on the duration of TW implementation in small and medium enterprises (Jaroslav Vrchota, 2020). Amongst Canadian faculties members during early Covid-19 pandemic they felt overwhelmed and exhausting and they felt stuck in a cycle of never-ending repetitiveness, sadness and loss, managing life, teaching and other professional responsibilities. They also had negative impact on their mental and physical well-being. After 7 months of pandemic faculties, they reported loss and stress on multiple fronts with loss of competence in online teaching environment being one compelling reason (Charlene A. VanLeeuwen, 2020). American Association of Colleges and Universities list of 11 high-impacting education practices suggested that writing-intensive courses may be the easiest for the science faculties to adopt during pandemic Covid-19. It promotes conceptual learning; they also deepen the student engagement with subject matter and with each other. It can be implemented online and can be designed to reduce the possibility of cheating and plagiarism (Julie A. Reynolds, 2020). According to a qualitative research which analysed the perception of Spanish Universities Social Science faculties about their own information and digital competencies and virtualization of learnings caused by coronavirus pandemic (Covid-19), they lack capacity of evaluation, critical use and communication of information despite their mastery of technological tools and extensive mobile devices. They also doubt their ability to train students in their competence and attribute difficulty in achieving and promoting learnings. Faculties believes that there is a positive improvement in reviewing their own digital informative practices, but it has hardly resulted in any improvement in the information and digital competencies of their students so far (Sales, Cuevas-Cerveró, & Gómez-Hernández, 2020). Mindfulness – Oriented Meditation (MOM) was given to sample of Italian teacher with self-report instruments one month before and one month after the start of the Covid-19 lockdown. They were divided into two groups, i.e., low resilience (LR) and high resilience (HR). It was found out that Pre-post MOM significant improvement were found in both groups in anxiety, depression, affective, empathy, emotional exhaustion, psychological well-being, interoceptive awareness, character traits and mindfulness level. Improvement in depression and psychological well-being were higher in LR and HR group. It was suggested that mindfulness-based training can be effective to mitigate the psychological negative consequences of the covid-19 outbreak (Alessio Matiz, 2020). For successful transition to online learning, it is suggested (i) big questions and core concepts (b) peer groups including reflective writing (c) outreach to broader scientific community and (d) instructor's special presence in the class (Nicole A. Theodosiou, 2020).

Amongst Bangladesh working women established socio-culture traditions, gendered stereotype, tremendous pressure to manage multiple work family commitment and negative attitude of men and women towards working women are key challenges encountered by women to balance work and family (Uddin, 2021). Netherland's multinational employees were analysed on their perception before and after telework started due to pandemic covid 19. It was found out that employee's work related well- being reflected in decreasing work engagement and increasing job satisfaction. Employees struggled with fulfilling different roles simultaneously, developing new

routines and managing boundaries between life domains (Christine Syrek, 2021). A global survey was conducted to analyse factors that influence academic's productivity while working from home during the mandate to self-isolate. It was found out that both personal and technological related factors affected individual attitude towards work from home and productivity. It is suggested to Universities to provide hardware and software to academic community to work effectively, to provide University administrator with valuable information to help reduce the impact of work life balance challenges and should accommodate the flexibility and support to faculty and staff who cannot separate their dual home and work-based role (Safa'a AbuJarour, 2021). For Malaysian employees their resilience was significantly impacted by self-efficacy, facilitating conditions, family and friends' support. It was also found out that resilience was significantly associated with job satisfaction. It is suggested that management can stimulate their resilience by providing them the flexibility to spend quality time with their loved ones and adequate support for enabling working conditions (Adedapo Oluwaseyi Ojo, 2021). US clinicians encountered disruption in their professional roles, identities and relationship during the pandemic covid-19. Some reported a spirit of collaboration and camaraderie, while others felt alienated by their new roles and experienced work environment marked by division, value conflicts and mistrust (Catherine R Butler, 2021). Student perception towards online teaching at the University of Burgos, Spain was evaluated towards engineering courses. According to their feedback, teachers possessed the technical knowledge, the social skills and the personal capabilities. The shortcomings of the online teaching were related to its particularities and each teacher's personality traits. It was analysed that teachers are well prepared for a situation of these characteristics and if online teaching scenario is continued, the quality of engineering teaching appears to be guaranteed (V́ctor Revilla-Cuesta, 2021). Italian teacher online teaching experience was analysed using a questionnaire. It was found out that depression and stress are the main predictors of satisfaction level for online teaching. Coping, loss of control and self-efficacy are important protective factors. It was suggested some issues like difference between male and female, areas of dissatisfaction such as lack of direct interaction, assessment criteria, impact on mood and stress can be directly handles by school leaders, policy makers and clinicians to improve the procure of online teaching (Roberto Truzoli, 2021). Perception of post graduate dental students and instructors was also analysed. Both learners and instructors were satisfied with the rapid transition. Instructors were significantly more satisfied than the learners. They also faced unprecedented challenges due to covid 19 pandemic. It is suggested to decision makers to reinforce curriculum and maximise learning and teaching (Fatemeh Amir Rad, 2021). The students of traditional short- and long-term university programs were asked to assess their satisfaction with different digital communication tools used for e-learnings. They showed low satisfaction with pedagogical platform and positive reaction to e-communication tools. It was suggested that interest in intellectual outcome, the need of emotional and motivational element of cooperation and competition between students, smooth behavioural enrichment, which requires special efforts from students and their leadings from teachers (Nadezhda N. Pokrovskaia, 2021). Zagazig University, Egypt medical staff perception was evaluated towards e-learnings during pandemic covid 19. It was found out that 88% agreed technological skills of giving the online courses increase the educational value of the experience of the college staff. The highest barriers to e-learnings were insufficient/unstable internet connectivity, inadequate computer labs, lack of computers/laptop and technical problems (Marwa Mohamed Zalat, 2021). Australian, Malaysian and Indonesian Accounting Academics teachers experience of online teaching was evaluated during pandemic Covid 19. It was suggested that Universities combined current information and communication technologies, learning management system, blended learning experiences, training and supports, were able to accommodate the shift to a remote virtual classroom model. The availability of reliable internet connection for student is also crucial in ensuring access equality and effective remote virtual classroom delivery (Hadrian Geri Djajadikerta, 2021).

### **III. Summary and Conclusion**

This paper has analysed 23 previous research papers. Previous research conducted for Dutch workers, Czech Republic Teleworkers, Canadian faculties work life balance has also been analysed, Dental students learning impacts was analysed, Netherlands multinational employees

work life balance has been analysed (Catherine R Butler, 2021), (Fatemeh Amir Rad, 2021), (Christine Syrek, 2021), (Jaroslav Vrchota, 2020), (Catherine R Butler, 2021), (Uddin, 2021)). Management faculties in India has also undergone massive changes in work life balance due to Pandemic covid 19. According to this literature survey, no specific study has been undertaken to analyse the work life balance of management faculties in India. Management faculties in India has to design a different pedagogical tool to teach students, assign assignment and practical projects. Many management faculties due to work life conflict are encountering different kind of health and professional issues. There is an urgent need to address these issues and suggest policy makers to adapt changes.

Hence, it is concluded that a research work must be undertaken to analyse the factors impacting the work life balance of Management faculties in India. Further the proposed study should be undertaken using primary data and also suggested that comparative study can also be done for Government and private management faculties work life balance, and even the inter country comparative analysis can also be undertaken in this field. If it is done with due importance which could be a unique one in this area.

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