Teachers Adaptability during Remote Working in Private Education With Reference To Hyderabad

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Abstract

Employee adaptation has been one of the most important concerns in businesses owing to lockdown in the current business climate during the COVID-19 pandemic. The purpose of this article is to find out how adaptable personnel in the education sector were throughout the coronavirus epidemic.

Employee adaptation during remote working in the Education sector is the focus of this research, which examines how instructors adapted to the abrupt shift in work environment during remote working.

The research is carried out with the cooperation and assistance of the workforce. The study's results were gathered using questionnaires from 130 people. Data was collected from schools in the Education sector, including elementary and secondary schools, using a simple random and sampling procedure.

Keywords: Employee Adaptation, Work from Home, Education Sector, Online class.

I. INTRODUCTION

Employee adaptability is a broad phrase that describes an employee's capacity to change their actions or responses in response to changes in the environment and conditions in which they work. It is a person's capacity to learn from their experiences and enhance their personalities in order to successfully adjust to changing circumstances.

An employee's adaptability indicates how well he or she can operate under current job requirements and circumstances, as well as whether or not they can effectively react to competition from other workers. A highly adaptable worker has the necessary abilities and expertise to meet job requirements and achieve desired results. This employee has a better probability of succeeding and receiving a promotion.

II. LITERATURE REVIEW

Johnston, 2018 - According to previous research, adaptability is related to job prospects. Researchers discovered that adaptability resources, which encompass all four aspects of professional adaptability such as worry, control, curiosity, and confidence, and future view, which
includes adaptability responses, had a significant association.  

**Zhou & Lin, 2016** - It should be highlighted that adaptability should not only be addressed in the preparation of study and job, but it should also be considered in the design and happiness of one's life.

**Martin et al 2013** - Adaptability was shown to be positively connected to both academic and non-academic outcomes using longitudinal data from high school students.

**Savickas & Porfeli, 2012** - Work adaptability possibilities affect adaptive plans and actions targeted at reaching adaptation objectives, which helps employees through career changes. Dimensions are important because they are seen as talents that can be learnt.

**Wilson, 2010** - Although employee adaptability may be influenced by a variety of circumstances, the researcher will concentrate on the impact of diverse leadership styles, namely the following three key approaches, on employee performance, turnover, involvement, and manager relationships.

**B. Griffin 2007** - The second approach, rather than inferring adaptability from successful behavior and performance, attempts to define individual adaptability as the potential underlying adaptive behavior and performance.

### III. OBJECTIVES

- To investigate the most important elements that influence employee adaptation while working remotely.
- To learn how workload and job security affect teachers' abilities to adjust during a pandemic.
- Adapting remote working to learn about employee motivation and expertise of digital media use.

### IV. SCOPE OF THE STUDY

The study's focus encompasses the many aspects that influence instructors' capacity to adjust to work during remote work in a pandemic scenario. Workload, health difficulties, and motivation are all variables that impact employee adaptability.

### V. METHODOLOGY

The study was completed based on both the primary and secondary data resources. Endeavors were made to gather the real time responses / reaction around "Teacher’s Adaptability During Remote Working in the Private Education Sector with reference to Hyderabad". The primary information, collected through a structured questionnaire, was created to gather the reactions from the teachers. Also, the secondary
information was gathered from Literature reports and other information are gathered from diaries, magazines, and other distributed information. The sample size considered for the investigation is 130 respondents.

**VI. RESULTS AND DISCUSSION**

**Figure-1: Demographic profile of the respondents**

The above figure shows that 60.5% females and remaining 39.5% are males.

**Figure-2: Coping up with online mode**

The above figure shows that about 35.4% of the respondents have comfortably adapted to the changes in work life because of online mode. 64.6% found it difficult to adapt to online work mode.
The above figure shows that about 59.8% of respondents faced all the problems. 22.1% of respondents faced lack of communication. 13.1% of respondents faced difficulty to convey content properly. 5% of respondents faced difficulties in understanding the online process of work.

The above figure shows that about 44.6% of respondents faced eye issue issues. 30% of respondents faced some form of psychological stress. 24.6% of respondents faced migraine issues. 0.8% of respondents faced eye and migraine issues.
Figure-5: Increased work responsibilities

The above figure shows that about 59.2% of respondents feel more work is assigned in this pandemic. 40.8% of respondents didn’t get assigned more work.

Figure-6: Workload effects

The above figure shows that 54.6% of the respondents feel a negative impact on their work because of work from home. 45.4% of the respondents have no effect on their work.

Figure-7: Extra Working hours per day

The above figure shows that 48.3% of respondents do 2-3 hours of extra work. 33.9% of respondents do 3-4 hours of extra work, 17.8% of respondents do extra work for more than 4 hours.
The above figure shows that About 53.5% of respondents feel some form of job insecurity. 46.5% of respondents have no job insecurities.

The above figure shows that 44.9% of respondents faced all the mentioned risks. 25.4% of respondents faced risk of reduction in benefits. 22.9% of respondents face risk of reduction of salary. 6.8% of respondents face risk of termination.

The above figure shows that About 40.8% of respondents are temporarily terminated from their work. 59.2% of respondents continued to work without any layoffs.
The above figure shows that 55.6% percent of respondents' motivation has been influenced because of online mode of working. 44.4% of respondents motivation has not been influenced by online mode of working.

The above figure shows that 61.7% of respondents experienced demotivation due to lack of personal interactions with colleagues and students. 38.7% of respondents have no effect on their motivation levels.
Figure-13: Increase effort to stay motivated

The above figure shows that 61.7% of respondents put a lot of struggles to stay motivated in online teaching. 38.3% of respondents have no effect on their motivation levels.

Figure-14: Issues while Teaching in online mode

The above figure shows that 59.7% of respondents faced all the mentioned issues. 30.2% of respondents faced network issues. 5.4% of respondents face issues of no work Environment. 4.7% of respondents face Difficulty in handling the online class.

CHI SQUARE TEST:

To find out the influencing factors and employee adaptability on each other

Hypothesis:

H₀ (Null Hypothesis): The factors and the level of employee adaptability have no significant influence on each other.

H₁(Alternative Hypothesis): The factors and level of employee adaptability have significant influence on each other.
### Actual weights

<table>
<thead>
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<th>Particulars</th>
<th>Yes</th>
<th>No</th>
<th>Row totals</th>
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<td>Workload</td>
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<tr>
<td>Motivation</td>
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<tr>
<td>Job Security</td>
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<td>128</td>
<td>260</td>
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<td><strong>Column total</strong></td>
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<td>438</td>
<td>1040</td>
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### Calculated weights:

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<tbody>
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<tr>
<td>Motivation</td>
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<td>154</td>
</tr>
<tr>
<td>Job Security</td>
<td>150</td>
<td>109</td>
</tr>
</tbody>
</table>

### CHI-SQUARE

| Chi-square   | 0.02101076 |

Using the table, the critical value for a 0.05 significance level with df = 2 is 5.99. The Chi-square statistic is 7.38, so we will accept the alternative hypothesis. The p value is >0.1051. The result is significant at p<0.1 and p<0.05. Hence accept alternative hypotheses i.e. There is a significant influence of factors and employee adaptability on each other.

### REGRESSION:

1. Adopting the online mode by the employees during remote work.

<table>
<thead>
<tr>
<th>Regression</th>
<th>Multiple R</th>
<th>R square</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>1</td>
<td>1</td>
<td></td>
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</tbody>
</table>
Multiple R (correlation coefficient) value is 1, it means there is a perfectly positive relationship between adopting the online mode and the employee adaptability during online mode.

2. Workload of the organizations during remote working.

<table>
<thead>
<tr>
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Multiple R (correlation coefficient) value is 1, which means there is a perfectly positive relationship between the workload of the organization and the employee's adaptability during remote working.

3. Knowledge of digital media of employees during remote working

<table>
<thead>
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</table>

Multiple R (correlation coefficient) value is 0.99, it means there is a partial relationship between knowledge of digital media usage of employees and the employee adaptability during remote working.

4. Motivation among employees during remote working

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<th>P value</th>
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Multiple R (correlation coefficient) value is 0.99, it means there is a partial relationship between motivation among the employees and the employee adaptability
VII. CONCLUSION

Individuals must continue to enhance their knowledge and abilities throughout their lives in order to flourish in a fast-changing environment. To improve educational performance, solid foundations must be laid through cultivating knowledge and skills, as well as boosting the capability and motivation of personnel.

Teacher Adaptability increases your ability to deal with change, no matter how severe it may be. Rather than wasting energy attempting to alter your circumstances, you will transform yourself from the inside out, allowing you to flourish in whatever condition you find yourself in.

The study's findings demonstrate the importance of adaptability and its definition in gaining a broad range of coverage in one's professional life. Adaptability is the ability of a person to adjust his or her actions, courses, or approaches in order to suit a new environment. The findings of the study will assist teachers in adapting to random changes that occur in their workplace.

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