

Impact of Work from Home (WFH) Model on Faculty Performance: A Study with Special Reference to Select Post Graduate Colleges in Hyderabad

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Abstract

The shift to online education during the COVID-19 pandemic led to the widespread use of the Work from Home (WFH) approach in higher education institutions. This study looks at the effect of the WFH model on the performance of teachers who were giving their first online lectures during the pandemic. Based on a sample of 100 post-graduate faculty members from certain PG colleges in Hyderabad, India, it investigates five important operational aspects: Pedagogical Adaptation, Technological Infrastructure, Work-Life Balance, Student Engagement, and Administrative/Evaluation Efficiency. By means of descriptive statistics and paired t-tests, the results show that although the faculty enjoyed a high degree of pedagogical flexibility, considerable difficulties in work-life balance and student engagement had a negative impact on their overall perceived performance. The paper ends by offering strategic suggestions for institutional management regarding how to improve hybrid academic settings in the period after the crisis.

Keywords: Work from Home (WFH), Faculty Performance, Higher Education, Online Teaching, Work-Life Balance.

1. Introduction

The COVID-19 pandemic acted as a completely new stimulus for digital transformation within the global higher education industry. In India, the requirement to impose lockdowns meant that universities and post-graduate (PG) colleges had to quickly give up their physical classrooms and switch to a virtual format. For a great many teachers, especially those working in traditional brick-and-mortar institutions in urban centres such as Hyderabad, this represented their first experience with having to deliver instruction remotely.

Although the Work from Home (WFH) method ensured operational continuity and safety, it did cause major structural disruptions. The faculty were required to alter the existing curricula, become proficient in using Learning Management Systems (LMS), keep the students engaged via digital screens, and carry out virtual assessments—all while having to deal with household responsibilities and poor home facilities.

Faculty performance, which has normally been assessed in terms of teaching efficacy, research output, administrative contribution, and interaction with students, was fundamentally redefined during this period. It is important for institutional leaders to understand how emergency remote working affected faculty performance since post-graduate education is moving towards permanent hybrid models.

1.1 The Objectives of the study

1. To evaluate the effect of the WFH model on the key performance aspects of PG faculty members who are delivering their first online classes.
2. To assess the technological and psychological difficulties that faculty members encountered when delivering classes remotely.
3. To provide higher education administrators practical policy recommendations in order to assist faculty with flexible working arrangements.

2. Literature Review and Theoretical Framework

2.1 Theoretical Framework: The Job Demands-Resources (JD-R) Model

This study is based on the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) as its theoretical basis. In an academic setting, the job demands associated with working from home consist of technological difficulties, the blurring of boundaries between personal and professional life, longer working hours, and cognitive fatigue resulting from managing students virtually. The job resources available include institutional technical support, the ability to have autonomy in delivering lectures, access to digital training workshops, and opportunities for peer collaboration. The JD-R model states that when the level of job demands exceeds the amount of job resources available, employees suffer from chronic stress, burnout, and a decline in job performance; on the other hand, sufficient job resources mitigate the negative effects of high demands and thus maintain performance and engagement.

2.2 Review of Related Literature

- **Pedagogical and Technological Transition:** Allen and Seaman (2017) observed that faculty members' acceptance of online teaching is closely related to their perception of institutional support and their level of technical self-efficacy. Those who were early adopters generally encountered steep learning curves which temporarily lowered the effectiveness of their instruction.
- **Work-Life Conflict:** Sreeramana and Reddy (2020) pointed out that Indian educators, especially female faculty, experienced serious work-life conflict during the working-from-home periods because of the cultural expectations regarding domestic responsibilities during the lockdowns.
- **Student Engagement and Evaluation:** Kebritchi et al. (2017) found that student retention, motivation, and academic integrity in online assessments were the main operational difficulties reported by remote faculty members worldwide.

3. Development of Hypotheses

In order to assess empirically the impact of the Work from Home model on frontline postgraduate faculty members, six hypotheses (H0) were developed, corresponding to the key performance dimensions and the overall performance index:

1. H1: There is a significant difference in the perception of Pedagogical Adaptation & Autonomy among PG faculty during the pre-WFH period and the WFH period.
2. H2: There is a significant difference in the perception of Technological and Infrastructure Efficacy among PG faculty during the pre-WFH period and the WFH period.
3. H3: There is a significant difference in the perceived work-life balance and health of PG faculty between the period before working from home and the period when they were working from home.
4. H4: There is a significant difference in the students' perception of engagement and interaction with PG faculty during the pre-WFH period and the WFH period.
5. H5: There is a significant difference in the perceived administrative and evaluation efficiency of PG faculty during the pre-WFH period as compared to the WFH period.
6. H6: There is a significant difference in the Overall Perceived Performance Index among PG faculty during the period before remote working and during the period when remote working was in effect.

4. Research Methodology

4.1 Sampling and Data Collection

Descriptive quantitative survey is conducted in this study. The sample population is post-graduate teachers from affiliated PG colleges in Hyderabad in areas like Management, Computer Applications, Arts, and Sciences.

A non-random or purposive sampling method is used where 100 teachers who satisfy the criterion of conducting their classes through an online medium for the first time during the COVID-19 lockdown were selected.

Data was collected using a structured online questionnaire administered between late 2021 and early 2022. The questionnaire contained two parts, one on the Demographic/Professional Profiles of respondents and other on 5-point

Likert Scale (with ratings ranging from 1 = Strongly Disagree to 5 = Strongly Agree) measuring five performance dimensions

4.2 Reliability of the Instrument.

A pilot survey was conducted on 15 participants, and recorded Cronbach's Alpha score of 0.842, indicating that all the items of the survey had high reliability ($\alpha > 0.70$).

5. Empirical Data Analysis & Results

5.1 Sample Profile (N = 100)

Variable	Category	Frequency	Percentage (%)
Gender	Male	52	52%
	Female	48	48%
Age	25-35 Years	28	28%
	36-45 Years	46	46%
	Above 45 Years	26	26%
Designation	Assistant Professor	58	58%
	Associate Professor	27	27%
	Professor	15	15%
Teaching experience	Less than 5 Years	18	18%
	5 - 15 Years	54	54%
	Above 15 Years	28	28%

5.2 Hypothesis Testing and Dimension Evaluation

To test hypotheses H1 through H6, paired-sample t-tests were conducted comparing pre-WFH performance baselines (μ_1) with WFH execution metrics (μ_2) across the 100 faculty respondents.

Table 1: Paired t-Test Results & Hypothesis Status (N = 100)

Hypothesis / Performance Dimension	Pre-WFH Mean (μ_1)	WFH Mean (μ_2)	Mean Diff.	SD	Calculated t-value	p-value (<0.05)	Decision
H1: Pedagogical Adaptation & Autonomy	3.62	4.10	+0.48	0.72	6.67	0.001*	Accepted
H2: Technological & Infrastructure Efficacy	3.85	3.12	-0.73	0.84	8.69	0.000*	Accepted

H3: Work-Life Balance & Health	3.90	2.45	-1.45	0.91	15.93	0.000*	Accepted
H4: Student Engagement & Interaction	4.25	2.80	-1.45	0.78	18.59	0.000*	Accepted
H5: Administrative & Evaluation Efficiency	3.70	3.25	-0.45	0.81	5.55	0.002*	Accepted
H6: Overall Perceived Performance Index	3.86	3.14	-0.72	0.68	10.58	0.000*	Accepted

*Statistically significant at the 5% level ($p < 0.05$).

5.3 Key Findings & Discussion

- Acceptance of H1 (Increase in Pedagogical Autonomy, $\Delta = +0.48$, $t = 6.67$, $p < 0.05$):** H1 was accepted due to a significant *positive* movement. Faculty noted higher autonomy in scheduling, utilizing diverse digital content (video clips, e-case studies, open-source repositories), and adopting flexible teaching aids.
- Acceptance of H2 (Technological Friction, $\Delta = -0.73$, $t = 8.69$, $p < 0.05$):** Since all 100 respondents were teaching online for the first time, initial operational hurdles were high. Unstable home internet infrastructure, insufficient hardware, and unfamiliarity with advanced feature sets in platforms like Zoom/MS Teams hindered teaching efficiency.
- Acceptance of H3 (Work-Life Balance Disruption, $\Delta = -1.45$, $t = 15.93$, $p < 0.05$):** The statistical acceptance of H3 underscores that Work-Life Balance experienced the most severe negative shift. Faculty reported that the blur between home duties and college hours led to extended working days, continuous screen exposure, and cognitive exhaustion. Female faculty members noted higher task-density due to concurrent domestic obligations during lockdown periods.
- Acceptance of H4 (Decline in Interactive Student Engagement, $\Delta = -1.45$, $t = 18.59$, $p < 0.05$):** With H4 accepted, the data confirms that faculty experienced significant difficulty evaluating real-time comprehension. Issues like passive student participation, cameras remaining off, and internet connectivity problems severely hampered interactive pedagogy compared to physical classrooms.
- Acceptance of H5 (Administrative Strain, $\Delta = -0.45$, $t = 5.55$, $p < 0.05$):** Conducting secure online examinations, grading digitized assignments, and maintaining digital attendance records increased the administrative burden on faculty, detracting from research activity.

6. Strategic Recommendations

Based on the empirical findings, the following interventions are recommended for post-graduate college administrators in Hyderabad:

- Institutions should set up clear limits on communication (for example, by implementing 'no-email/message policies' after working hours) in order to avoid burning out their faculty and to help restore a balance between work and personal life.
- Colleges should go beyond providing basic training in the use of the LMS to offering specialized workshops on digital student engagement techniques and online assessment integrity.
- With regard to technological subsidies offered by institutions, they should offer employees ergonomic homework setups, provide allowances for high-speed connectivity, and supply updated hardware in order to reduce technical difficulties.

4. Use a combined evaluation system that integrates ongoing online assessments with occasional face-to-face interactions in order to decrease the burden of administrative grading.

7. Conclusion

The work from home model acted as an important operational buffer for the post-graduate colleges in Hyderabad during the pandemic, but when it was put into practice by instructors who were trying online education for the first time there were considerable drawbacks in terms of performance. Although it improved instructional autonomy and digital literacy, it at the same time lowered student engagement, increased administrative friction, and led to serious work-life imbalances.

If people are to create a resilient higher education system, then leaders of institutions must not view virtual teaching as a straightforward substitute for face-to-face classes. On the contrary, they should set up hybrid systems that are supportive and well stocked with resources in order to safeguard the well-being of their faculty while at the same time maintaining the quality of education.

8. Limitations and Future Scope

- **Geographic Scope:** The study is restricted to select PG colleges within Hyderabad; results may vary in non-urban or rural PG colleges.
- **Sample Size:** The sample of 100 faculty members provides strong exploratory insights but can be expanded in future studies to allow cross-disciplinary comparative analysis (e.g., STEM vs. Humanities faculty).
- **Longitudinal Tracking:** Future research could examine whether long-term familiarity with hybrid tools alters faculty performance perceptions post-pandemic.

9. References

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