RESEARCH ARTICLE

©2023 The Academy of Environmental Biology, India

Journal of Ecophysiology and Occupational Health, *Vol 25(2), DOI: 10.18311/jeoh/2025/36362, 285-291, June 2025*

ISSN (Online) : 0972-4397
ISSN (Online) : 0974-0805

Work-Related Quality of Life Among Nursing Faculty During COVID Pandemic

Shasikala Venkat[1,2] , K. Mayilananthi[3*] and H. Gauthami[4]

[1]Chettinad Hospital and Research Institute, Kelambakkam, Kanchipuram - 603103, Tamil Nadu, India
[2]Department of Community Health Nursing, Krupanidhi College of Nursing, Bengaluru - 560035, Karnataka, India
[3]Department of General Medicine, Chettinad Hospital and Research Institute (Chettinad Academy of Research and Education), Rajiv Gandhi Salai, Kelambakkam, Kanchipuram - 603103 Tamil Nadu, India; ananthisuhaa@gmail.com
[4]Deaprtment of Child Health Nursing, R. V. College of Nursing, Bengaluru - 560011, Karnataka, India

Abstract

Background: The nursing faculty have been reported to play multiple roles which concerns work-life balance. The shift of offline classes to online during COVID 19 along with multiple tasks made additional stress and workload among teaching faculty. **Objective:** The study's main objective was to identify the level of Work-related Quality of Life (WrQoL) amongst nurse faculty during the COVID wave and to find a significant association between WrQoL and selected demographic variables. **Material and methods:** A quantitative approach with a cross-sectional survey design was used in the study. The WrQoL scale devised by Simon Easton and Darren Van Laar was the tool used in the study. The tool was sent via emails, and WhatsApp to the nursing faculty for which 194 faculty responded after consenting. Informed consent from the participants was obtained before they could answer the scale. Statistical analyses of the data were done using SPSS version 26. **Results and discussion:** Among 194 nursing faculty, the mean age was found to be 35.31±8.4, majority of the respondents were females 159 (82%). The majority of nursing faculty 161(83%) were employed in private institutions. The mean score of WrQoL was 65.77 ±10.68. The majority 150 (77%) of the respondents had a low level of WrQoL. The employment status was found to have a significant association at $p<0.05$ level of significance. To understand the relationship between domains spearman's rank correlation was done which revealed that WrQoL was positively correlated with job and career satisfaction, control at work, general well-being, and working condition ($r=0.766$, $p<0.01$); ($r= 0.287$, $p<0.01$); ($r= 0.464$, $p<0.01$); ($r= 0.684$, $p<0.01$) respectively. WrQoL was pointedly negatively correlated with stress at work $r=-0.390$ at $p<0.001$ level of significance. **Conclusion:** The organization must consider modifying the work culture and staff welfare activities to promote quality of work life, which ultimately enhances the productivity and efficiency of nursing faculty. **Major Findings:** The study found that 77% of nursing faculty reported a low level of Work-Related Quality of Life (WrQoL) during the COVID-19 pandemic, with significant stress stemming from increased workloads and the shift to online teaching. WrQoL was positively correlated with job satisfaction, control at work, general well-being, and working conditions, but negatively correlated with work-related stress. Employment status was significantly associated with WrQoL, highlighting the need for institutions to improve work culture and welfare activities to enhance productivity and satisfaction among nursing faculty.

Keywords: Employees, Job Career, Nursing, Satisfaction, Stress, Work-Life Balance

**Author for correspondence*

Article Received on: 25.01.2024 Revised on: 18.06.2024 Accepted on: 19.06.2024

1. Introduction

Work-Related Quality of Life (WRQoL) refers to the overall well-being and satisfaction that individuals experience in their work and professional lives. It encompasses various aspects of a person's job and work environment, as well as their perceptions and feelings about their work. It is a complex concept that can differ greatly among individuals. It depends on a combination of personal factors, job-related factors, and organizational factors. It can be the favorableness or unfavourability of a work environment for individuals, with a prominence on the physical and social aspects of the workplace[1].

A higher level of work motivation, job satisfaction, inclusion, and a decrease in self-rated anxiety have all been linked to a better quality of life at work[2]. Literature states that factors related to improved WRQoL are a satisfactory pay package, reasonable stipend, secure and sound working environment, openings for creating capacity building, career development, social integration, social significance of work, and regulatory framework[1].

Under normal situations, nurse faculty are subjected to a work environment with excessive workloads from academic and clinical to administrative work leading to burnout and imbalance in work life[3].

The COVID pandemic has intensified the stress, and workload and blurred the boundaries between work and personal life[4]. The shift from offline to online classes has magnified the prevailing workload and stress. The nurse faculty had to respond to the implementation of digital teaching and innovative strategies to maintain communication and support students' learning[5].

Literature has shown that COVID has certainly impacted the teacher's wellbeing. In addition, many have reported that faculty faced stress because of online teaching, unacquaintance with digital teaching, salary issues, etc[6]. The results of a mixed method study which was conducted to analyze the experiences of nurse faculty during COVID showed that the nursing faculty were impartial and content with their duties as faculty (81.7%) and clinical nurses (74.4%), despite the emotive turmoil and anxiety throughout the COVID-19. About 73.1% of respondents had a moderate to significant impact on well-being and fewer people experienced burnout at various points during COVID-19[4]. Literature on quality of life and work-life balance among nursing faculty as well as the difficulties in delivering virtual learning experiences showed that they had significant unbalanced life, compassion fulfillment, and burnout[5].

The nurse faculty plays a vital role in educating the next generation of nurses and their wellbeing which directly impacts their teaching effectiveness and overall quality of nursing education. While most of the existing literature on the WrQoL among nurse faculty is from outside India there is very little research evidence from an Indian setting. Given the above, the researcher was interested in analyzing the level of WrQoL amongst nurse faculty throughout the pandemic of COVID.

2. Materials and Methods

2.1 Design and Samples

To assess work-related quality of life, a cross-sectional survey design was used. Nursing faculty for the study were selected using a purposive sampling method from selected 30 nursing colleges in Bengaluru. The sample size was estimated using the formula N/1+Ne2, margin error of 5%, and a confidence level of 95%. The sample estimated was 197. The participants who were willing to participate and complete the survey form were included in the study. The data was collected from May 2021 to June 2021. Using a Google form, the tool had been sent to nursing faculty via emails and WhatsApp. 197 nursing faculty consented and responded, out of which 3 nursing faculty data were omitted due to incomplete responses. In total, 194 participant's data were computed and analyzed. Confidentiality and anonymity of the information collected were assured.

Tools used for data collection were socio-demographic proforma, work-related variables proforma, and the WrQoL scale developed by Simon Easton and Darren Van Laar. The tool is a 5-point Likert scale, the WrQoL scale uses 23 items across six domains to quantify the quality of working life. The specific items included in the tool to assess the work-related quality of life of Nursing faculty during the COVID-19 pandemic were General Well-Being (GWB), the Home-Work Interface (HWI), Job and Career Satisfaction (JCS), Control At Work (CAW), Working Conditions (WCS) and Stress At Work (SAW) are the domains that make up this scale. The total score of the scale sums up to 115 items and is being graded as 23–83 having lower WrQoL, 74–84 with average WrQoL, and 85–115 with greater WrQoL[7]. Cronbach's alpha value

of 0.91 (Easton and Darren, 2012) showed the internal consistency of the scale was good[6].

2.2 Statistical Analysis

The responses were computed on an Excel spreadsheet and SPSS version 26 software was used to analyze the data. The demographic variables and WrQoL of the nursing faculty were described using descriptive statistics like frequency, mean, and standard deviation. To find a significant association between WrQoL and the demographic variable of nursing faculty, inferential statistics chi square and spearmen's rank correlation were used.

3. Result

3.1 Socio-Demographic and Work-Related Demographic Characteristics of Participants

Out of 194 participants, the mean age among them was found to be 35.31±8.4, and 82% of the respondents were found to be females. The highest degree earned included (70.1%) MSc (N), (14.4%) PhD, (15.5%) with a BSc(N)/ PBBSc (N) degree. Regarding the type of family, (74.7%) belong to the nuclear family and (71.6%) were married. (Table 1)

With regards to work-related demographic data (Table 2), with current designation 56 (28.9 %) were Assistant Professors, 53 (27.3%) were Nursing tutors; 161 (83.3%) were employed in a private institution, and 106 (54.6%) had permanent employed status. It was seen that 158 (81.4%) of participants didn't change their workplace during COVID-19. Regarding salary changes during COVID 97 (50%) were reported to have no changes; 69 (35.6%) expressed that there was a 50 to 75 % cutoff in salary during the COVID pandemic. The mean score of total online classes taken was (4.50 1.92).

3.2 Distribution of Work-related Quality of Life

Figure 1 depicts that 150 (77%) of the respondents had low quality of work life while 37 (19%) reported having moderate level quality of life.

Table 3 shows the mean scores of subscales of WrQOL, Job and career satisfaction was 20.15 ± 5.14, General well-being was 18.59 ± 3.92.

Table 1. Frequency and percentage distribution of selected socio-demographic variables of nursing faculty **N=194**

Socio-demographic variable	No. of Respondents	Percentage
Gender		
Male	35	18.04%
Female	159	81.95%
Educational status		
BSc(N)/ PBBSc(N)	30	15.46%
MSc(N)	136	70.10%
Ph(D)	28	14.43%
Type of family		
Nuclear	145	74.74%
Joint	43	22.16%
Extended	6	3.09%
Marital status		
Single	53	27.31%
Married	139	71.64%
Widow/widower	2	1.03%

3.3 Association Between WrQOL and Selected Demographic Variable

The chi-square test was computed to determine the significant association between socio-demographic, and work-related demographic variables with WrQoL. The analysis revealed that the employment status had statistically significant association with WrQOL (χ^2 = 11.38, p=0.02) at a 0.05 level of significance; gender was also found to be significantly associated (χ^2 = 12.74, p=0.001) at a 0.05 level of significance; type of family was also statistically associated (χ^2 = 10.19, p=0.037) at a 0.05 level of significance.

3.4 Correlation Between WrQOL Subscales and Number of Online Classes Per Day During the COVID Pandemic

(Table 4) The study also revealed that over WrQoL is positively correlated with job and career satisfaction, control at work, general well-being, and working conditions (r = 0.766, p<0.01); (r = 0.287, p<0.01); (r = 0.464, p<0.01); (r = 0.684, p<0.01) respectively. Job and career satisfaction was positively correlated with statistical significance with control at work (r = 0.588, p<0.01); and

Table 2. Frequency and percentage distribution of work-related demographic variables of nursing faculty **N=194**

Work-related demographic variable	No. of Respondents	Percentage
Change of workplace during the COVID pandemic		
Yes	36	18.55%
No	158	81.44%
Was your salary affected during the COVID-19 pandemic?		
There was a hike as in normal times	8	4.12%
It was cut to 50 %/ 75% due to online classes	69	35.56%
Completely no pay during the lockdown	20	10.30
No change	97	50.00%
Were you/your family member at home infected with COVID-19?		
Yes	67	34.53%
No	127	65.46%
Were you a part of the frontline COVID warrior during the first wave or second wave of COVID-19?		
Yes	70	36.08%
No	124	63.91%
Designation		
Nursing tutor	53	27.31%
Lecturer	24	12.37%
Asst Professor	56	28.86%
Assoc Professor	22	11.34%
Professor	39	20.10%
Type of organization		
Private	161	82.98%
Government	33	17.01%
Employment status		
Permanent	106	54.63%
Temporary/ contract	82	42.26%
Part-time/ guest lecture	6	3.09%

home and work interface (r = 0.686, p<0.01). Stress at work was negatively correlated with WrQoL (r = -0.390) significant at p<0.01; working conditions (r = -0.461, p<0.01); home and work interface (r = -0.143, p<0.01). Working conditions were positively connected with

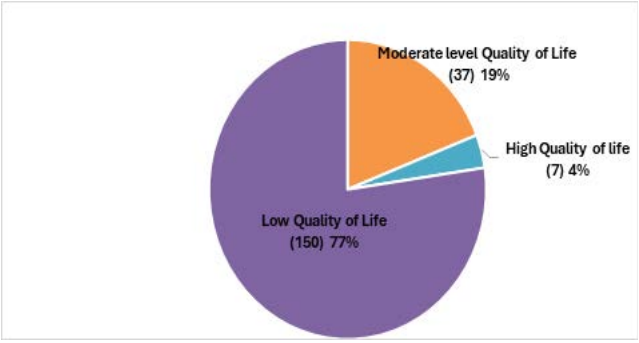


Figure 1. Percentage distribution of scores related to WrQoL.

Table 3. Mean scores according to subscales of WrQOL **N=194**

Subscale	Mean	Standard deviation
Job and career satisfaction	20.15	5.14
Control at work	9.67	2.02
Stress at work	3.14	1.02
General well being	18.59	3.92
Working conditions	9.93	2.82
Home- Work interface	9.51	2.94

overall general well-being (r = 0.469, p<0.01. The interface between home and work was favourably associated with control at work (r = 0.548, p<0.01), and WrQOL total (r = 0.709, p<0.01).

4. Discussion

Good quality of life at the workplace is very important for an employee in terms of improved health and improved productivity. Based on the study findings it was revealed that the nurse faculty had a lower level of quality of life at the workplace. The result aligns with that of a study done in Ghana on nurse educators and nurse clinicians i.e. 42 % (55), n = 128 reported having lower levels of WrQoL[8]. The educators have additional responsibility as academic advisors to students which may be a contributor to burnout and anxiety[7]. Another study was conducted to comprehend various experiences of nursing faculty during the COVID pandemic, the results revealed that since faculty took various roles like caregiver during online classes at home, it was difficult to manage online classes for their kids and do their classes online[6,9,10]. The

Table 4. Relationship between WrQOL subscales, number of online classes per day. **N=194**

Spearman's Rank order Correlation	Job and career satisfaction	Control at work	Stress at work	General well being	Working conditions	Home and work interface	Number of online classes per day during COVID	WrQOL – total
Job and career satisfaction	-							
Control at work	**0.588**** **(0.000)**	-						
Stress at work	-0.125 (0.083)	0.025 (.728)	-					
General well being	-0.034 (0.633)	0.051 (0.482)	0.014 (0.890)	-				
Working conditions	0.052 (0.475)	0.137 (0.058)	**-0.461**** **(.000)**	**0.469**** **(.000)**	-			
Home and work interface	**0.686**** **(.000)**	**0.548**** **(0.000)**	**-0.143*** **(0.047)**	0.046 (0.523)	0.070 (0.329)	-		
Number of online classes per day during COVID	-0.004 (.956)	-0.078 (0.281)	0.013 (0.855)	-0.005 (0.943)	-0.036 (0.618)	0.001 (0.988)	-	
WrQOL – total	**0.766**** **(.000)**	**0.287**** **(.000)**	**-0.390**** **(.000)**	**0.464**** **(.000)**	**0.684**** **(.000)**	**0.709**** **(.000)**	-0.009 (.903)	-

"**. Correlation is significant at the 0.01 level (2-tailed)."
"*. Correlation is significant at the 0.05 level (2-tailed)."

nurse faculty had a lot of challenges like adapting to newer technologies, maintaining students' discipline and emotional well-being, and time management[11].

Gender was not found to be associated with WrQol, this could be possibly explained by the under-representation of male faculty as nursing is a female dominant profession. The mean score of age was found to be 35.31±8.4 in the present study. This indicates that most participants belong to young nurse faculty. This finding is nearly congruent with a study conducted in Ghana where the mean age was 39. Thus, suggesting the establishment of good institutional policies to enhance the quality of life which inturn enhances quality nursing education[12].

The employment status was found to be significantly association with WrQoL, this finding is unique from previous studies. There is no previous literature to support this study, but it could be probably explained as when the employment status is permanent the employee will have better control at work and will also have a stable job security and salary component. These would contribute to better work-related quality of life.

The study also reveals that quality of life is negatively correlated with stress at the workplace. Inadequate training in handling technologies, inexperience in handling tools of online teaching, and managing home chores with online classes could be the reasons for stress during online classes. The finding is like to previous literature which stated that online teaching stress was negatively correlated to quality of life among nurse faculty[13]. Another study conducted in Argentina revealed that 60% of educators reported high and moderately high levels of stress. The major reasons for stress were related to uncertainty about the consequences of COVID-19, increased workload, and inadequate working environment. Higher levels of psychological symptoms were seen in cases of high stress levels. Professional burnout was seen in teachers with high stress[14].

Job and career satisfaction were found to be correlated to work-related WrQoL. The extent to which the nurse faculty feels content with work determines job and career satisfaction which is one of the contributors to WrQoL. Evidence shows that teleworking during COVID-19 significantly affected the teacher's job satisfaction due to

the increased job demands[15]. The finding is similar to a study conducted to ascertain online stress and quality of life, the results stated that job satisfaction is related to WrQoL[13]. Another finding revealed in this study was job and career satisfaction had a significant relationship with home and work interface. This result is supported by a qualitative study conducted among nursing faculty which justified a unidirectional relation between job satisfaction with work-life balance[16].

Another result revealed was home and work interfaces were significantly related to stress at work. This common phenomenon is supported by various literatures. The literature states that in an attempt to improve work-life employees have experienced role conflict and strain at the workplace and personal life. This effect has affected the personal and mental well-being of the employee[16]. Another literature also supports this finding which states that increased stress at the workplace could contribute to family pressure, lack of interest and commitment at the workplace, poor interpersonal relationships, lack of recognition, etc[17]. In another study, the finding revealed that increased workload had an impact on mental health quality and high workload also impacted the home and personal lives which was intensified during the pandemic[18]. Since nursing is female dominant profession an imbalance in the contributing factors would impact the quality of life and mental health in the long run.

5. Conclusion

With the increased workload during COVID taking an online class and balancing work–home life is one of the contributes to the quality of life which must be reassessed. Strategies of institutional support for appropriate monetary benefits/staff welfare, peer and managerial support activity, and creating inclusion could contribute to a better quality of life among nurse faculty. This may improve professional commitments, motivation, and ways to meet life demands which helps in quality work and staff retention. Future research is necessary to understand the factors and identify strategies that can effectively improve WrQoL among nurse faculty. The limitation of this study was that the study used a quantitative approach which doesn't give in-depth insights on why and how it may occur. Since the data was collected online and participants chose to report, selection bias may be present. As the data was collected in the second wave where faculty had previous exposure and experience in handling online classes the result might have been affected.

6. References

1. Rostami HR, Akbarfahimi M, Ghaffari A, Kamali M, Rassafiani M. Relationship between work-related quality of life and job satisfaction in Iranian occupational therapists. Occup Ther Int. 2021. https://doi.org/10.1155/2021/6692752
2. Zubair MH, Hussain LR, Williams KN, Grannan KJ. Work-related quality of life of US general surgery residents: Is it so bad? J Surg Educ. 2017; 74(6). https://doi.org/10.1016/j.jsurg.2017.09.018
3. Boamah SA, Hamadi HY, Havaei F, Smith H, Webb F. Striking a balance between work and play: The effects of work-life interference and burnout on faculty turnover intentions and career satisfaction. Int J Environ Res Public Health. 2022; 19(2):809. https://doi.org/10.3390/ijerph19020809
4. Sacco TL, Kelly MM. Nursing faculty experiences during the COVID-19 pandemic response. Nurs Educ Perspect. 2021; 42(5):285-90. https://doi.org/10.1097/01.NEP.0000000000000843
5. Farber J, Payton C, Dorney P, Colancecco E. Work-life balance and professional quality of life among nurse faculty during the COVID-19 pandemic. J Prof Nurs. 2023; 46:92-101. https://doi.org/10.1016/j.profnurs.2023.03.005
6. Collins Atta Poku, Bayuo J, Mensah E, Bam V. Quality of work-life and coping strategies of nurse educators and clinicians in COVID-19: A cross-sectional study. Nurs Open. 2023; 10(7):4336-45. https://doi.org/10.1002/nop2.1676
7. Easton S, Laar DV. User manual for the Work-Related Quality of Life (WRQoL) scale: A measure of the quality of working life. University of Portsmouth; 2018. Available from: https://researchportal.port.ac.uk/en/publications/user-manual-for-the-work-related-quality-of-life-wrqol-scale-a-me
8. Vashishtha KC, Mittal P. Do demographic determinants affect the Quality of Work Life (QWL) in Higher Education Institute (HEI) teachers. Int J Res Hum, Arts and Lit. 2018; 6(8):215-26. https://oaji.net/articles/2017/488-1535974437.pdf
9. Sessions LC, Ness M, Mark H. Exploring the experiences of nursing faculty during the coronavirus (COVID-19) pandemic - A qualitative descriptive study. Teaching and Learning in Nursing. 2022; 17(4):477-81. https://doi.org/10.1016/j.teln.2022.05.010
10. Radha K, N. V, Devi KS, Kondaguli Sharat V. Lesson learned during Covid-19 pandemic: Impact, challenges and opportunities in nursing education - A review. Int J Adv

Nurs Manag. 2021; 417-22. https://doi.org/10.52711/2454-2652.2021.00096
11. Balasubramanian N, Asha PS. Impact of COVID lockdown in nursing education: India. Int J Innov Sci Res Tech. 2021; 6(5):523-26.
12. Mudgal SK, Verma K, Gill SS, Gaur R, Chundawat DS, Sharma R. Index of online teaching stress and quality of life among nurse educators during COVID-19. Ind J Psy Nurs. 2022; 19(1):2-2. https://doi.org/10.4103/iopn.iopn_48_21
13. Crawford RP. Satisfaction and work-life balance in undergraduate nursing faculty: A mixed-methods study. Ursamerceredu; 2021 May 12. Available from: https://ursa.mercer.edu/handle/10898/12685
14. Vargas Rubilar N, Oros LB. Stress and burnout in teachers during times of pandemic. Front Psychol. 2021; 12. https://doi.org/10.3389/fpsyg.2021.756007
15. Mahmood F, Ariza-Montes A, Saleem M, Han H. Teachers' teleworking job satisfaction during the COVID-19 pandemic in Europe. Curr Psychol. 2021; 1-4. https://doi.org/10.1007/s12144-021-02355-6
16. Prasad JR, Vaishnavi. Ignored aspect of personal life in work-life integration. IOSR J Bus and Manag. 2017; 19(03):67-71. https://doi.org/10.9790/487X-1903016771
17. Chakravorty U. "The W Life" Work and workplace stress in women: A neglected aspect of mental health well-being. J Adv Res in Dyn and Control Syst. 2019; 11(11-SPECIAL ISSUE):688-93. https://doi.org/10.5373/JARDCS/V11SP11/20193085
18. Lizana PA, Vega-Fernandez G. Teacher teleworking during the COVID-19 pandemic: Association between work hours, work-family balance and quality of life. Int J Environ Res

Access this journal online	
Website: www.informaticsjournals.co.in/index.php/JEOH/index	**Quick Response Code**