Research Article – *Araştırma Makalesi*

Changing Facet of Work Habits during Coronavirus Pandemic: An Exploration of E-Work and Its Implications on Work-Life Balance for Female Employees

Koronavirüs Salgını Döneminde Değişen Çalışma Alışkanlıkları: Kadın Çalışanların Uzaktan Çalışma Pratiklerinin İş-Aile Yaşam Dengesi Üzerindeki Etkilerini Ölçümlemeye Dair Bir Alan Araştırması

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ABSTRACT

Covid-19 radically shifted the way of work and its organization and that's why, the purpose of the paper is to explore the impact of remote e-working on work-life balance for female teachers since they commenced to work in a remote way for educational purposes. The first coronavirus case was officially detected in March, 2020 in Turkey and the schools including the private ones were closed and EBA (Network of Education Informatics) TVs and its online platforms for teaching were established and all teachers started to teach in these platforms in a remote way. As a result of the pandemic, the distinction of work and non-work life was eliminated through technology use and these two became integrated. Measuring the effect of technology and e-working on work-life balance has become a 'must' for labor relations in these changing dynamics. The paper is an exploratory study of remote work and its influence on keeping work-life balance using qualitative thematic analysis of fourteen in depth interviews with female teachers from state institutions in Turkey. All these participants worked remotely by means of technology, which is the core of the study.

ÖZ

Kovid-19 salgını, işin yapılış biçimini ve organizasyonunu kökünden değiştirmiştir. Bu nedenle çalışmanın amacı, uzaktan çalışmanın eğitim gerekçesiyle uzaktan çalışmaya başlayan bayan öğretmenlerin iş-aile yaşam dengesi üzerindeki etkilerini araştırmaktır. Türkiye'de resmi olarak ilk koronavirüs vakası 2020 yılı Mart ayı itibariyle tespit edilmiş ve özel okullar da dâhil olmak üzere tüm okullar kapatılmış, eğitimin gerçekleştirilebilmesi amacıyla EBA (Eğitim Bilişim Ağı) TV kurulmuş ve tüm öğretmenler uzaktan çalışma yoluyla bu platformları kullanarak eğitim-öğretim faaliyetlerine devam etmiştir. Pandeminin sonucunda teknoloji kullanımına bağlı olarak iş yaşamı ve özel yaşam arasındaki çizgi tamamıyla ortadan kalkmış ve her ikisi bütünleşik bir yapıya dönüşmüştür. Bu değişen dinamikler içerisinde ve çalışma ilişkileri bağlamında teknoloji ve uzaktan çalışmanın iş-aile yaşam dengesi üzerindeki etkilerini ölçmek bir zorunluluk haline gelmiştir. Çalışma, Türkiye'de devlet okullarında görev yapan 14 kadın öğretmen ile derinlemesine mülakat yöntemine dayalı olarak ve nitel tematik analiz yöntemi kullanılarak uzaktan çalışmanın iş-aile yaşam dengesi üzerindeki etkilerini ölçümlemeyi hedefleyen bir araştırma özelliği taşımaktadır. Çalışmanın esas çıkış noktasını oluşturan katılımcıların tümü teknoloji vasıtasıyla uzaktan çalışmaktadırlar.

Keywords: E-working, work-life balance, labor, labor relations, Covid-19

Anahtar Sözcükler: Uzaktan çalışma, iş-aile dengesi, emek, çalışma ilişkileri, Kovid-19

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INTRODUCTION

Labor relations and the other paradigms of economy have deeply affected from the moments of the crisis. This can be political upheavals, management crisis, economic depressions or recessions, industrial shortages, strikes and so on (Quimby, 1967: 83-101; Streeck, 1987: 281-308; Manolescu, 2011: 173-180; Halkos and Bousinakis, 2017: 25-34; Pagones, 2013: 1517-1554; Lee and Lee, 2004: 143-164). Within this context, there is no doubt that Covid-19 can also be categorized as a global crisis and a pandemic that hits the world as a whole. Workplaces were closed down, unemployment rose, ways of work changed and the world economy as well as the global markets encountered ambiguities as a result of their closure. No one has the idea that how long these blurring areas have been lasting and how they will be resolved, which is the case for labor relations as well.

This study examines e-working and work-life balance during Covid-19 for teachers working in state schools in Turkey. In the country, the first coronavirus case was reported in March 2020. Later on, schools were closed and EBA platforms (TVs and online teaching platforms) were settled by Ministry of National Education (MoNE) and the teachers started to work online through this portal. Instantly, the way that the teachers worked radically shifted and they could not send their kids to schools or kindergartens. In a way, they began to coordinate their work and life time activities at home, they started to deal with work and home oriented problems at the same time, which made work-life balance too challenging.

Methodologically, I conducted in-depth-interviews on female teachers, which is one of the significant tools for gathering qualitative data. Female teachers are selected for the measurement as they have dual careers, which signify their responsibilities both at home and at work and they are vulnerable for work-family conflict. The female teachers working in state schools are selected first voluntarily as participants of the study since their problems are deeper than their equivalents in private schools. The reason is that the budget is very limited while there are millions of students in state schools and the numbers of teachers working in those schools overweigh their equivalents in private ones.

I- THEORETICAL FRAMEWORK

1.1. E-Work and Remote Work

E-working is actually lays an emphasis on managing job and job related issues and working independently from workplaces in a remote way. It gives an opportunity to work free from 'time' and 'space'. E-work, developed in parallel to the knowledge age, refers to the type of work consisting of e-activities and conducted through online procedures depending upon information technologies. E-work, which includes communication as well as technology, can be used as a complementary or supporting tool for e-commerce and e-business, yet it can include many non-commercial activities like education, learning processes, medical assistance, scientific explorations, police jobs, and so forth (Nof, 2003: 681, 684). E-worker, on the other hand, is the person who is "any form of substitution of information technologies (such as telecommunications and computers) for work-related travel: moving work to the workers instead of moving workers to the work" (Nilles, 2007: 1). As for remote work, it can be stated that it "refers to organizational work performed outside of the normal organizational confines of space and time." (Olson, 1983: 182-187). In a way remote work is managing work or doing jobs through technology use or online procedures by remaining at home (Brynjolfsson et al. 2020: 1). Hardill and Green (2003) state that remote work reflects the changing patterns and rhythms of work and it highlights the shifting spatiality of work from its regular places to home or cyberspace (Hardill and Green, 2003: 212). Grant et al. (2013)

view that remote work is the type of work that puts forward alternative working styles to
regular ones by means of smart technologies and it means more than just working at home
for all including employees, families, and individuals on the basis of managing work and life
in an effective way (Grant et al. 2013: 528). Staples (1999) is on the idea that remote work
creates virtual organizations to be employed, which is solely enacted by information
technologies in general (Staples, 2001: 3). In addition, Koehne et al. (2012) contemplates that
remote work that eliminates time and space for carrying out "geographically distributed
work" as a whole is enabled only through "innovative communication platforms." (Koehne
et al. 2012: 1257). Remote worker, at last, is the term used to refer to those "who work in a
physically separate location from their managers." (Staples, 2001: 3).

1.2. Work-Life Balance

Work-life balance for female workers has become predominantly notable since they have
dual careers in parallel to their employment based transformation in labor markets at the
beginning of 21th century and so their responsibilities have been going up remarkably both at
home and at work (Crompton, 1999). Within this framework of the research, the definition
of work-life balance as a term comes to the fore. Although the term was started to be used a
long time ago, "work/life balance" is a phrase coined in 1986. However, work/life programs
were available in the very early moments of 1930s and it was utilized to refer to the W.K
Kellogg Company's changing shifts from four six hour to three daily eight hour, which gives
break for employees and which contributes to their morale and efficiency rise (Lockwood,
2003: 2). According to Guest (2002) "work-life balance is in itself a misnomer and serves
simply as a convenient shorthand for work and the rest of life." (Guest, 2002: 262).
Greenhouse and Singh (2003) defines the term in an aspect that stresses "the extent to which
individuals are equally involved in- and equally satisfied with-their work role and family
role." (Greenhous and Singh, 2003: 2). Haar and Spell (2003) references that work-life
balance is used to necessitate equal priorities to the work and home oriented roles (Haar and
Spell, 2003: 59-75). In labor markets, work-life balance is a pattern that possesses
implications on the attitudes of employees, their wellbeing, behaviours and organizational
productivity as a whole (Eby et al. 2005: 124-197). Furthermore, Felstead et al. (2002)
defines work-life balance as "the relationship between the institutional and cultural times and
spaces of work and non-work in societies where income is predominantly generated and
distributed through labour markets." (Felstead et al. 2002: 56). Greenblatt (2002) claims that
work-life balance is a pushing element in the organizations, which accelerates their
competitiveness (Greenblatt, 2002: 177). According to Gregory and Milner (2009), work-life
balance is a crucial tool that goes up the flexibility and the autonomy of the workers in
national and international settings (Gregory and Milner, 2009: 1, 2). Kalliath and Brough
(2008) conceptualizes work-life balance as keeping balance with "multiple roles", "equity
across multiple roles", "satisfaction between multiple roles", "fulfillment of role salience
between multiple roles", "a relationship between conflict and facilitation", and "perceived
control between multiple roles." (Kalliath and Brough, 2008: 323). While clarifying work-
life balance, Emslie and Hunt (2009) captures the attention of the readers to equalizing the
options centered on "live to work and work to live." (Emslie and Hunt, 2009: 151). In parallel
to Emslie and Hunt (2009), Sturges and Guest (2004) also suggest the same options just as
unveiling the term and under the name of "working to live and living to work." (Sturges and
Guest, 2004: 5). All these delineations and commentaries pave the way that work-life balance
is a term commonly used in academia and in daily life to emphasize the equilibrium between
work and non-work activities. Excessive work or extreme outdoor activities impair the nature
of this balance, which stems in the barriers in daily life and labor markets as well.

II- E-WORKING and ITS EFFECT on WORK-LIFE BALANCE

2.1. Positive Effect

In this part of the study, the research samples discussing the positive relations between e-working and work-life balance are available. Advocates of this relationship between these two parameters reference that work-life balance through e-working means more than that. At the same time, it is work engagement and commitment, loyalty, job satisfaction, lower labor turnover (Allen, 2001: 414-435; Grover and Crooker, 1995: 271-288; Scandura and Lankau, 1997: 377-391; Roehling et al. 2001: 141-170; Madsen, 2011: 148-158), and well-being (Grant et al. 2013: 530). At first, Lewis and Cooper (2005) claims that remote work offers flexibility in the organizations and suggests well-being and work-life balance for the staff while it reduces the costs and enhances the productivity (Lewis and Cooper, 2005). Felstead and Henseke (2017) demonstrate that e-working is something like a 'win-win' approach for both employees and employers. For employers, e-working contributes to the formation of productive workforce that needs less space to work and this reduces the costs as a whole while employees possess an effective work-life balance that results in job satisfaction and work engagement (Felstead and Henseke, 2017: 197). Clark (2000) is also on the idea that e-work minimizes role conflicts and it provides work-life balance that means a fulfillment for perfect functioning of work and non-work activities (Clark, 2000: 751). Grant et al. (2013) stress that remote work, which is enabled through technology use, can provide opportunities to tackle with work-life balance problems for organizational structures. This is an advantage for organizations that are eager to keep talented employees owing to the fact that e-work declines commuting time and it provides much more time for the other activities such as family, vacation, health cases, kids and so forth (Grant et al. 2013: 531). Kossek et al. (2006) conducted a research on the teleworking professionals and they found out that e-working boomed the employees' autonomy and reduced their level of stress in particular for women. And also they came to the point that flexibility via e-working activities enabled women to control their work, which brought about their work-life balance (Kossek et al. 2006: 347, 348). Likewise, Maruyama et al. (2009) conducted another research on the 1,566 teleworkers and they reached the same result. Their research verifies the fact that e-work contributes work-life balance in a positive way. The factor that plays a critical role for providing work-life balance is to control working hours (Maruyama et al. 2009: 76). There are several other surveys that demonstrate the positivity of remote work on work-life balance, which makes the adaptation as well as accommodation of personal life plans to work environments (Sardeshmukh et al. 2012: 193-207; Beauregard et al. 2013).

2.2. Negative Effect

There are some other researches that back up the view that e-working does not have any positive effect on work-life balance, it has some negative aspects on it or it creates some other problems. It is of great significance to have a look at these assertions. First and foremost, Hartig et al. (2007) claim that remote work is an important element to reduce stress, yet still it causes a mixture for work and non-work activities, referred as "overlapping" by the authors and this leaves a negative impact on home responsibilities. That's why it causes unbalance (Hartig et al. 2007: 231-253). As a result of their interviews with eleven e-workers in different organizations and sectors, Grant et al. (2013) confirmed that remote work can also ends up with addiction, which directly damages to work-life balance (Grant et al. 2013: 540). Allvin et al. (2011) backs up their arguments with collapse of boundaries due to remote work and technology use and so it leads to obscuring of work and non-work activities (Allvin et al. 2011). The "spillover effect" of remote working between work and home derived from boundaries is the case for other qualitative researches carried out by Mirchandani (2000: 159-

182), Crosbie and Moore (2004: 223-233), Marsh and Musson (2008: 31-48). Similarly, Noonan and Glass (2012) assure that e-working cannot contribute to the work-family conflicts in a positive way; in the stark contrast, it brings overwork for employees and raises employers work demands (Noonan and Glass, 2012: 38). According to Albertsen et. al. (2008), the acceleration of overwork is the main reason behind long hours of employment, which is detrimental for work-life balance (Albertsen et al. 2008: 14, 15). Sullivan (2012) is a little bit hesitant about the correlation between these two paradigms and her research references that remote working may have a pushing force for work-life balance without any negative effect on productivity, but it is valid under some certain circumstances and remote work also enhances inequality among genders (Sullivan, 2012: 275). Hilbrecht et al. (2008) made an analysis on 18 mothers from a Canadian financial firm and promoted that e-work comes to the fore in regards to its positivity on child care due to working at home, but it can decrease the time spent for "personal leisure activities" which can create another unbalance. So, the time saved for not commuting to the office was allocated to home related works and childcare and it is a typical example of unbalancing behaviour (Hilbrecht et al. 2008: 455). Wheatley's (2012) arguments possess the same peculiarities with Hilbrecht et al. (2008). In this context, Wheatley (2012) reports that remote work has positive signals on job satisfaction owing to the working times flexibility, but the extra time available as a result of this sort of work goes to the household activities or the other paid works, especially for women. This is another kind of work-life unbalance (Wheatley, 2012: 224-241). Bloom et al. (2015) tested the job satisfaction of remote workers employed as call center operators and they came to the resolution that job satisfaction increased and labor turnover declined but their work load surged as they were logged onto the system more and more and they had to answer more calls per minute. That's why, it can be alleged that remote work resulted in " 'extensive' and 'intensive' work load" (Bloom et al. 2015: 165-218). Similar results are the case for the research of Kelliher and Anderson (2010) and they revealed that remote work has a positive effect on job satisfaction as well as organizational commitment; however, it causes work intensification (Kelliher and Anderson, 2010: 83-106). Both work intensification and intensive and extensive work load would probably give birth to another unbalancing case.

III- TEACHERS' REMOTE WORKING EXPERIENCES during COVID-19 in TURKEY

Officially, the first corona case was detected in March 2020 in Turkey and in the middle of March, the schools and the colleges were closed up for a week. The students studying in the college were sent to their cities thinking the fact that accommodation could cause infections. This one week time was expanded over and over with government decisions and for three or four weeks, there was no activity for education. Meanwhile, EBA TVs first and online platforms later were established by MoNE and primary, secondary and high school students commenced to study via these technological hubs for very limited hours. Through EBA TV, the students' time for courses was rescheduled for each class, for only main courses, and for only twenty minutes. Later on, main courses were regulated for an hour via EBA online platforms. The assessment of these students and their academic notes were identical with the first term. There was no education for kinder gardens even through EBA. As for the college students, Higher Education Council authorized the universities to decide the way that their education was conducted. That's why, some of them, which had online infrastructures, started e-working while others positioned themselves to settle online platforms.

IV- METHODOLOGY

The paper is an exploratory study of remote work and its influence on keeping work-life balance using qualitative thematic analysis of fourteen in depth interviews with female teachers from state institutions in Turkey. Due to Covid-19, the interviews are regulated based on social distancing and mask wearing procedures. All in all, the qualitative research technique through interviews is used as the method for data collection. In coordination with the objective of the study, seven research questions in the following are developed:

RQ1. Does remote work, which has become obligatory due to Covid-19, bring about work-life balance or unbalance in female teachers' life?

RQ2. What sorts of problems does e-work create other than work-life balance?

RQ3. What are the possible advantages and disadvantages of e-work for labor markets?

RQ4. Does e-work leave an impact on the parental relationships among the interviewed female teachers?

RQ5. How female teachers share the parental responsibilities while e-working?

RQ6. Does remote work enable teachers to spend more time for their kids?

RQ7. How participants grapple with work-family conflicts during e-work process at a time of pandemic?

4.1. Sample

While enlisting the volunteers of the study, the researcher used his social networks in MoNE and obtained an invaluable support from his colleagues, who are also teachers in state schools in Turkey. The fundamental criteria for the selection of the participants were based upon the 'female' teachers' experience as well as their marital status. The teachers' experience was of great significance for the validity and the reliability of the research paper and their marital status was the other parameter since it is a crucial item used in researches to determine work-life balance. Nevertheless, the ideas of the single participants were also benefited (see Table 1).

4.2. Semi-Structured Interviews

The interview schedule was obtained from literature review study concentrating upon e-work and its relation with work-life balance. The research that belonged to Grant et al. (2013) was a good example among these (Grant et al. 2013: 532-546). Additionally, the works of Olson (1983: 182-187), Emslie and Hunt (2009: 154-172) as well as Felstead and Henseke (2017:199-212) got benefited. In order to collect data, semi-structured interview was utilized that cover both relationships between these two given parameters. An open style of questioning technique was practiced to complete the questions in these interviews. Questions were classified and the surveys were delivered to the respondents one by one by caring to Covid-19 measures. A pilot interview was conducted and it was determined that several of them had difficulties in complimenting the questions in a detailed way, so the main rationale behind qualitative studies were explained to them again through personal meetings, face to face conservations, or some aps like whatsup. And they were required to make some revisions. The interviews were developed in a form and the interview questions were split into four categories: part 1: "demographic variables" (eight questions), part 2: "occupational information" (seven questions), part 3: "work-life balance" (seven questions) and part 4: "ups and downs of e-work" (a comparable listing study). On the basis of these categories, data would be analyzed in a systematic way by coding the responses of the participants to find out the theme(s).

Table 1. *Participants' Demographics*

Interview reference	Age group	Level of Education	Marital status	Expertise	Contracted working hours	Hours spent for remote work	Duration of Work
T1	22-35	Graduate (Master)	Married	Mathematics	Full-time	Four hours a week	Eight years
T2	22-35	Undergraduate	Married	Psychological counseling and guidance	Full-time	Six-seven hours a week	Eight years
T3	36-45	Undergraduate	Married	Turkish language	Full-time	Three days a week	Sixteen years
T4	22-35	Undergraduate	Married	Preschool	Full-time	Four hours a week	Ten years
T5	36-45	Graduate (Master)	Married	Theology	Full-time	Six hours a week	Five years
T6	36-45	Undergraduate	Married	Turkish language	Full-time	Four days a week	Eighteen years
T7	22-35	Graduate (PhD)	Married	Mathematics	Full-time	Ten hours a week	Ten years
T8	22-35	Undergraduate	Married	Physical Sciences	Full-time	Fourteen hours a week	Six years
T9	22-35	Undergraduate	Married	Theology	Full-time	Four days a week	Six years
T10	22-35	Undergraduate	Married	Mathematics	Full-time	Four-eight hours a week	Thirteen years
T11	22-35	Graduate (Master)	Married	English	Full-time	Two hours a week	Twelve years
T12	36-45	Undergraduate	Married	English	Full-time	Two hours a week	Seventeen years
T13	22-35	Undergraduate	Single	Mathematic	Full-time	Twelve hours a week	Four years
T14	22-35	Undergraduate	Single	Physical training and sport	Full-time	Fifteen hours a week	Six years

Notes: These categorizations were carried out depending upon the thematic analysis of participants' response. Therefore, "interview reference", "age group", "level of education", "marital status", "expertise", "contracted working hours", "hours spent for remote work", and "duration of work" were certified as the demographic variables of the research. Interview reference was coded with "T" in a subsequent way, which stands for "teacher."

4.3. Interview, Transcription and Coding Process

After the preparation of questions and their piloting process, the convenient time for each participant was ascertained because of pandemic and the interviews were conducted in the outside locations. Interviews were conducted between July 2020 and August 2020. Each interview lasted virtually between 30 or 50 minutes and entailed clarifications were made by researcher while participants were responding to the questions. All these interviews were recorded first and transcribed later on. While making transcriptions, segmentation oriented approach, which was a strategy just as formulating interview form, was given an utmost care. Additionally and in the aftermath of transcription, all respondents were coded with "T" code subsequently, which stands for "teacher."

4.4. Data Analysis

Qualitative studies necessitate a thematic analysis of respondents' documentations. That's why, the dataset obtained from the participants were read over and over and seven categories and twenty four themes were identified accordingly. Each theme was discussed in the categories that they belonged to. The categories are "teachers' perception on the work-life balance during covid-19" (i), "remote work and its influence upon parental relationships" (ii), "time allocation for kids while remote working" (iii), family conflicts" (iv), "sharing responsibilities of houseworks" (v), "manners dealing with parental problems during e-working (vi), and "pros and cons of e-working in pandemic" (vii). As for the themes, "kids", "child care" (category 1), "kids", "houseworks", and "time overlapping" (category 2), "activities", "games", "time spending", and "distance" (category 3), "child (care)", and "remote work" (category 4), "responsibility (task) sharing", "together", houseworks", and "child (care)" (category 5), "communication" and "dialogue" (category 6), "flexibility", "time and space free", "time saving", "comfort", "lifting boundaries", "workload", "limited communication with colleagues" (category 7) come to the fore. Coded themes were verified with the opinions of experts and academicians working in this field to ensure that the coded themes were related to the category defined. These experts made an invaluable guidance for reading transcripts and determination of coded themes.

V- FINDINGS

Demographic variables of participants shown in Table 1 are the first findings of the research to be discussed. All participants are teachers and they were coded with "T". Ten participants' age groups is 22-35 (n=10) while four participants are between the age of 36-45 (n=4). The majority of the participants are young or middle aged females. Ten participants have undergraduate degree (n=10), while four of them possess graduate degree (n=4). Among the graduates, three of them have "master" and one of them has PhD. In addition, concerning their marital status, it was revealed that twelve of the participants are married (n=12), and two of them are single (n=2). All the participants work in state schools on a full-time basis (n=14). All interviewees of the study have more than five years of experience in their job. Their expertise and major also vary. Four of them is mathematics teacher (n=4), two of them is English teacher (n=2), and similarly, two of them is the teacher of Turkish language (n=2) and teacher of theology (n=2), and the others are distributed as psychological counseling and guidance (n=1), preschool (n=1), physical sciences (n=1), and physical training and sport (n=1). On average, most of the participants work in a remote way for more than two hours a week.

Figure 1. *Thematic Diagrams that Illustrate the Relation between the Research*

Categories and the Emerging Themes
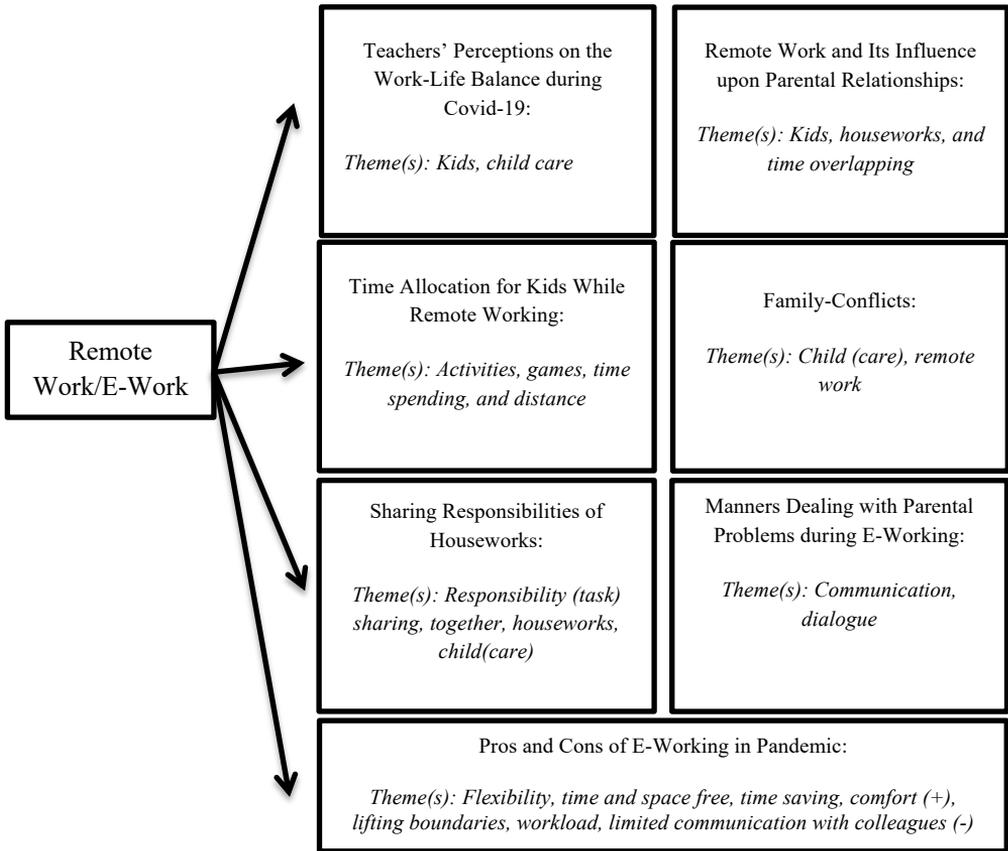
5.1. Teacher's Perceptions on the Work-Life Balance during Covid-19 (Category 1):
Teachers' perceptions on the work-life balance during covid-19 can vary depending upon
their marital status. Most female teachers who are married are on the idea that remote work
damaged to work-life balance, which results from "child care" most often (n=10). Only a
teacher among the married couples articulated that remote work did not create work-life
unbalance. Those, who say the opposite and who are backing up the balancing idea, are single
(n=3). Teachers' opinions upon work-life balance in the pandemic on the basis of e-working
are given in the following statements: "Since I have a small child, being at home influenced
some cases and our tune of accommodation and order. Leaving from home for a particular
purpose is really a gift. If a chance is given, I would always prefer to go to school as through
e-working, many thing leave unfinished. You're far from everything. To me, e-working does
not mean working at all" (Interview T1). Due to little kid, it was too challenging for me to
adapt this process. My kid always wanted to be with me as I was at home. I can say that I
completed all the virtual courses with his/her" (Interview T2). "Yeah, I thought it was.
Dealing with work and home at the same time was quite tough. It was too difficult to arrange
the time and carrying out teaching responsibilities with the kids really forced us" (Interview
T3). "Yeah. During our kids' distance education, I had to make my students conduct series

of activities or I had to meet with their parents. I always lived dilemma" (Interview T4). "Yes. It was too demanding to create a school atmosphere at home with the kids" (Interview T5). "Yes, of course. At first, it is too difficult to keep the seriousness and sincerity of your work at home. It is nearly impossible to focus on your work if you have little kids waiting for your interest. Do you think that it is easy to follow up the courses of your older kid in EBA and to convince him/her to do extra studies while dealing with your little child, who always says I am bored, so switch computer off and play with me please?" (Interview T6). "Yes, I am thinking in the same way. The expectations of both teachers and the family were quite high, so tackling with these two different areas was too problematic" (Interview T7). "Yeah, my little daughter was with me in this process. Hence, while I was teaching, my daughter had some wishes. On account of the fact that I did not let her watch cartoons, she was generally participating in my courses" (Interview T8). "No, I did not think remote work during covid-19 created unbalance between work and life" (Interview T9). "No, it did not happen." (Interview T10). "Absolutely. Carrying out educational activities at home and the existence of kids at the same time created an unbalance." (Interview T11). "It was too problematic to keep balance between house works, cooking, kids' courses and education in a consecutive way." (Interview T12). "No." (Interview T13). "No." (Interview T14). All these dataset pave the way that child care and kids play a very critical role for the formation of work-life unbalance while teaching remotely within the time of coronavirus pandemic.

5.2. Remote Work and Its Influence upon Parental Relationships (Category 2): As a result of the study, it was certified that participants could be categorized into those who possess "positive" attitudes towards the relation between remote work and its parental influence, to those who have "negative" views, and to those who are "neutral". Those who have negative ideas on these two paradigms' relation outweigh the others. Eight of them say that remote work affected their parental relationships in a negative manner (n=8). Here, in this category, three themes such as "kids", "houseworks", and "time overlapping" emerged. To give an example about the negative ideas of interviewees, it can be stated that; "My husband is also a teacher. It was quite tolerable since our work hours did not overlap with one another. However, the stage of preparation to those courses was tough. I was expecting my husband to take care of my kid, and sometimes I was working until very late. The factor that affected me in a negative way was my little kid. Both his/her care and house works as well as remote work were not so easy." (Interview T1). Another interviewee had the same idea with the former one and she was thinking that child care during remote work was problematic. "It influenced parental relationships in regards to our kids. As my husband conducted his works in a remote way like me, we could not find a person to take care of our children." (Interview T3). Additionally, another interviewee is on the point of view that not taking care of kid(s), but overlapping her children's courses with hers brought about some troubles. "Overlapping my kids' online courses with mine and logging many students into the system at the same time resulted in a chaos." (Interview T5). Remote working was regarded to have an adverse effect on motherhood and taking over its responsibilities. "If you're a working mother, you must divide yourself into five or perhaps into ten pieces. Thinking your husband, two kids, house works, kitchen, formal procedures of your school, students, and their parents, I could not figure out how many pieces I fell apart. It was quite obvious to hear the voices of your bored kids in the middle of your remote working and they wanted to play games." (Interview T6). And also, some of the teachers were supporting the fact that remote work removed the boundaries and houseworks and normal job assignments were intrigued and it was too difficult to find an appropriate time to work. "Yeah, it affected. Because of taking care of your kids, preparing foods, your kids' and husbands' existence at home, it was too challenging to find even two hours of work." (Interview T7). On the other

hand, those who were a little bit positive about remote works' influence on parental relationships (n=4) demonstrated that they were either single or for those who are married, they asserted that they shared responsibilities with their husbands effectively as both are teachers. "My husband is also a teacher. I think that it was an advantage for us. Since he had the same experiences with me while e-working, we did not have any parental barriers." (Interview T2). And at last, for those who are neutral (n=2), it can be alleged that they stand in the middle of the issue. "Spending our time at home paved the way for us to communicate with our children more and more and took care of them. However, many topics could not be understood, and it alienated students from the school." (Interview T4).

5. 3. Time Allocation for Kids While Remote Working (Category 3): Here, themes like "activities", "games", "time spending", and "distance" are the pioneers for remote working's impact on time allocation for child care. This category analyzes other aspects of non-working activities just as e-working, that is, time allocation for kids. It can be manifested that most of the female teachers regarded that remote-working was encouraging for child care (n=6) (e.g. T2, T5, T8, T9, T10, T12), which is a benefit for affirming work-life balance. Two of them think remote working was discouraging to take care of kids (n=2) (e.g. T3, T6), and four-of them is a little bit hesitant about the case (n=4) (e.g. T1, T4, T7, T11). To illustrate the stimulus of remote working for time allocation for kids, T2 says "As I did not have a great many online courses, we did not have any problem. I have a son and he is really happy since I am at home. I did not encounter any difficulties." (Interview T2). Other admirers of remote working based upon time allocation backs up the view that remote work is a pushing force for leisure time activities. "I spent more time with kids. Owing to the fact that I was at home, I had to regulate various activities for my little kid." (Interview T5). "Except for long hours of courses, I spent time with my kid. We finished the education sets that I bought for him/her. We did coloring activities. We played games." (Interview T8). As in line with the former ones, another female teacher considers remote working as an opportunity. "Covid was an opportunity for it enabled me to spend more time with my child. Rather than the difficulty, both my child and I were satisfied." (Interview T9). Nevertheless, some of the interviewees are not so optimistic about remote working's outcome on time allocation for kids. Therefore, the pessimists contemplate that remote work augmented work and work-related activities, so time allocation for kids lessened. Two participants share this idea. For instance, "It seemed that twenty four hours of a day was not enough for me particularly at the beginning. I had to use smart phone more than ever in my life. I always communicated with parents, who did not understand the system and who did not log into it. Our kids were eliminated a little bit, which made me unhappy. Kids who couldn't go out with restrictions and who couldn't spend time outside wanted much care and they were right." (Interview T6). And the other participant, who has pessimism about remote work's contribution to child care and their allocation for time, views that remote work makes children remote from social activities. "We tried to allocate sufficient time, but we were tired and made kids exhausted as we were doing our jobs online. We tried to do our best, but I am not sure. They were distanced from their peers and playgrounds." (Interview T3). Finally, the hesitants are not sure whether remote working has enhanced or decreased the time allocated for children and they have some questions marks. As an example, "We spent enough time. We were at home as a family since my husband is also a teacher. At the very beginning, we were thinking that we were witnessing out kids' raise and we were with him/her at any moment. But we experienced the disadvantage of this case and it was not always so good to be together. My patient decreased. Possibly, my kid bored with us in this process. In spite of the availability of new toys and books; incapability to go out and to see humans affected all of us negatively. We couldn't discharge ourselves." (Interview T1). It's quite obvious that number of kids is effective for

sufficient time allocation while working remotely. "I am thinking that we assisted our older kid, who is a second year primary school student. I sometimes played games with my little kid, who is at the age of three, but I do not suppose that I spent effective time with him." (Interview T7).

5. 4. Family Conflicts (Category 4): Family conflicts, which put forward concrete samples, are the other category to be discussed for unveiling work-life balance during Covid-19 while e-working. Some participants figure out that family conflicts result from child care while the others contemplate that remote work and its burden is the main source of the barrier. Hence, there are two emerging themes here in this category: "child(care)" and "remote work". In addition, actually four examples are available that display this claim: The first is emphasizing that child care restricts the time for individual work. "The only trouble that we had was the fact that I desired him to take care of child and to create time for me to do my own works. This sometimes happened […] At that time, I was working until very late and preparing for the courses." (Interview T1). In line with the first sample, the second interviewee is on the idea that child care is mixing up the responsibilities and the family roles. "We had conflicts several times. It was related to child care. Conflicts occurred while I was teaching online and meanwhile, my husband had academic works."(Interview T7). The third sample illustrates that child care is the fundamental issue to be focused upon behind this conflict and it leads to stress. "There was time when our courses overlapped. I did not have any quarrel with my husband, but my child always cried and this made us stressed." (Interview T9). The last example catches the attention of the readers to private (contracted) work, which is the driving force behind family conflicts. "My husband was working in a private sector. I had problems concerning his help to child care when I had virtual online courses." (Interview T10). There are also other participants who share the notion that overworks due to e-working and overlapping duties among the couples are the ultimate resources of family conflicts. As an example, "I was thinking in the way that women had more responsibilities than men in this process. Little conflicts emerged when there were overworks, but there was nothing left to support and to reassure." (Interview T6) and "Yeah, we had. Course hours were scheduled on a daily basis while I was teaching online. We discussed when time overlapped. There was course even at breakfast." (Interview T8). In this category, there are some interviewees who uttered that they did not any family conflicts (e.g. T2, T3, T4, T5, T11, T12, T13, and T14) and their numbers outweigh those who support the idea that they have family conflicts during pandemic.

5. 5. Sharing Responsibilities of Houseworks (Category 5): Sharing the responsibilities of houseworks during coronavirus pandemic to settle work-life balance is the other category to be concentrated upon. Here, themes like "responsibility (task) sharing", "together", "alone", "houseworks", and "child (care)" emerged as a result of the analysis. At the same time, these are the parameters for equalizing work and non-work activities. These are also the responsibilities that separate work-life boundaries. Nine of interviewees stressed that they shared responsibilities and they dealt with all the work and non-work oriented problems together (n=9). Only three of them regarded that they moved alone (n=3). As they are single, T13 and T14 are not dependent on the case. Furthermore, the case of T4 and T12 are very particular and specified. Initially, the case of T4 is so significant since his husband had to stay in a dorm and to guarantee himself for he was a health worker. That's why; T4 could not have an opportunity to share the duties. T12's husband is a policeman and because of his busy work, she had to deal with all these responsibilities alone.

5. 6. Manners Dealing with Parental Problems during E-Working (Category 6): The ways that participants tackle with parental problems during e-working and for balancing work and life locations are the other thing to be uncovered. Here, the theme "communication" and "dialogue" comes to the fore for the solution of the problems as a whole. Therefore, it can be assured that dialogue is a key element for alleviation of the problems stemming from work-life boundary disappearance because of remote work. Most of the interviewees indicated that communication and common decisions are the ultimate factors. "We alleviated the problem by communicating and sharing responsibility." (Interview T11). "I resolved the problem by talking with my husband." (Interview T10). "I dealt with through communication." (Interview T8). "Through conversion and at times, by discussion." (Interview T7). "Common decisions were tried to be taken by means of family meetings. Hours for activity, homework, cooking, and cleaning were planned." (Interview T6). "We eliminated those handicaps through conversing with each other and via communication." (Interview T2). "We struggled against those parental issues by talking to each other, of course, the initial period was troublesome. […]" (Interview T1). One of the interviewees referenced that she indoctrinated the notion that the process would end up sooner or later, which was a stimulus for her motivation. "Inculcating myself that this process is valid. […]" (Interview T4).

5. 7. Pros and Cons of E-Working in Pandemic (Category 7): Pros and the cons of e-working in coronavirus pandemic is the last category to be focused upon. Here, four themes occurred such as "flexibility", "time and space free", "time saving", and "comfort" concerning the pros of remote working for teachers as workers while "lifting boundaries" and "limited communication with colleagues" are the cons of the research. Teachers recall that e-working is really advantageous since it suggests flexible working, which removes time and space at the same time through the usage of technology and its apparatuses. What's more, it has pluses on the basis of saving time from commuting to work, which puts forward comfort accordingly. As for the disadvantages of remote working, it can be alleged that teachers' idea are centered upon its aspect for lifting the boundaries, which mix the work and non-work activities. Additionally, teachers see remote working as disadvantageous owing to the fact that it eliminates communication with their colleagues, which can be interpreted in a way that e-working is not natural; in the stark contrast it is synthetic and it discharges realities and real life activities.

DISCUSSION

The main aim of this article has been to underpin the relation between e-working and work-life balance within the context of teachers' perspectives during coronavirus pandemic, which hit the world, its institutions, and changed the way of work, industrial relations systems, health care operations, shopping styles and many more in a profound manner. The findings obtained from this study enabled us to determine the main parameters of work-life balance in this pandemic crisis and to get the perceptions of teachers, working in different state schools.

Table 2. *Pros and Cons of Remote Working for Teachers*

Interviewees	Pluses	Minuses
T1	Freedom	Incapability to enable student participation, unequal rights and opportunities, lifting boundaries between work and non-work, no feedback, difficulties while checking homeworks, no communication and lack of sincerity compared to real classroom settings.
T2	No limitation for space, individual development centered upon technology	Incapability to reach all the students, malfunctions of education during limited access to internet, lack of internet access
T3	Health safety, communication with kids	Incomparable with real education as it gives a motivation
T4	Being at home and resting, spending more time with your kids, and working in a comfortable manner	Inefficient and unproductive education, detrimental for your autonomy, limited communication with students, educational inaccessibility for all pupils
T5	Understanding the value of school and face to face education	Unable to assess students' performance entirely, inequality for access to education
T6	N/A	N/A
T7	Being at home, flexibility, capability to solve more mathematics problem	Limited access to computer, tablets, and smartphones, no equal opportunity, perpetual communication with parents (lifting the boundaries), no concept for time to work, facility for easy interaction in terms of students and their parents
T8	Being with your family and spending more time	Communication inaccessibility, restricted perception of courses especially for practical ones (experiment, observation), deficiency on face to face contact
T9	Comfortable work at home, easy teaching through PC, fast assessment of assignments	Limited attendance, optional education, difficulty while getting feedback, problems for internet access, family neglect
T10	Establishing connections with school and courses.	Inability to log into the online system for all students
T11	Time saving, teaching at home, comfortable clothes	Decreasing communication with students and colleagues, inadequacy to teach all the subjects in detail, technological problems
T12	Being at home, comfortable dressings, time saving, allocating time for home	Incompetence of communication with colleagues, educational problems, limited motivation
T13	Enough time for material development	Students' indifference towards courses, communication problems, barriers of infrastructure, learning disability
T14	N/A	Communication problems of parents, students' attendance drawbacks

Lewis and Cooper (2005) stressed that remote work is an opportunity for flexibility and flexible work, which is witnessed in this study as well. In the pros and cons section, the interviewees stated that remote work gives way to flexibility, which is a plus for remote working. The data obtained in the first category called as "teacher's perceptions on the work-life balance during Covid-19" in the present study contradict with the claims of Felstead and Henseke (2017: 197), Clark (2000: 751), Grant et al. (2013: 531), Kossek et al. (2006: 347, 348), Maruyama et al. (2009: 76), Sardeshmukh et al. (2012: 193-207) as the paper suggests that remote work does not provide work-life balance because of child and child care. Therefore, it can be highlighted that child care is the most effective blockage for preventing work and non-work activities in balance while working online. Also, Beauregard, Basile, and Canoicoi (2013) claims that remote work has positive effect on work-life balance but in the study, it was tested that child care is the most effective tool for leading to family-conflicts, so remote work is actually creates negativity for work-life balance behaviour as it lifts the boundaries. Therefore, the results of the present research are in line with Hartig et al. (2007: 231-253), Allvin et al. (2011), Mirchandani (2000:

159-182), Crosbie and Moore (2004: 223-233), Marsh and Musson (2008: 31-48). Hartig et al. (2007) emphasized that "overlapping" during remote work is an important problem for work-life balance, and here in this study, it was found out that "time overlapping" is one of theme detected under the category of "remote work and its influence upon parental relationships". Overlapping is the reason for work-life unbalance (Hartig et al. 2007). Besides, Allvin et al. (2011) alleged that remote work removes and collapses boundaries, which stems in "unbalance" and "spillover effect" as witnessed by Mirchandani (2000: 159-182), Crosbie and Moore (2004: 223-233), Marsh and Musson (2008) and the study obtained the similar result in the last category of the research called as "pros and cons of e-working in pandemic". In this category, "lifting boundaries" is the theme ascertained. Addition ally, Hilbrecht et al. (2008: 455) and Wheatley (2012: 224-241) revealed that time saving is the other bringings of remote working, which is valid for participants in this study. Theme for "time-saving" was confirmed in the last category as well. However, Hilbrecht et al. (2008) stressed that childcare and home responsibilities or let's say houseworks still remain as problems while managing e-working. "Child care" and "houseworks" as themes are the issues detected as barriers for remote working and work-life balance in the study. It is quite necessary to mention that "child care" is the theme belonging to three categories like "teachers' perceptions on the work-life balance during Covid-19" (i), "family-conflicts" (ii), and "sharing responsibilities of houseworks." (iii) whereas "houseworks" as a theme related to two categories such as "remote work and its influence upon parental relationships" (i) and "sharing responsibilities of houseworks" (ii) in the overall framework of the research. The findings are also in coordination with Bloom et al. (2015) and Kelliher and Anderson (2010) who highlighted the fact that remote work is the main reason behind "intensive" and "extensive" work and "work intensification" (Bloom et al. 2015: 162-218; Kelliher and Anderson, 2010: 83-106). In the study the theme "overload" was detected as one of the disadvantages, which is available under the category of "pros and cons of e-working in pandemic."

I contribute to the literature in various ways. First and foremost, there are many studies published on the basis of work-life balance in coordination with e-working (Grant et al. 2013: 527-546; Currie and Eveline, 2011: 533-550; Dizaho et al. 2017: 455-465; Felstead and Henseke, 2017: 195-212; O'Brien and Hayden, 2008: 199-228), but this study is one of original studies due to its timing as it was conducted in a crisis time. Second, research paper is quite significant in terms of its implementation on female participants. Third, there is not any former study in Turkish literature and academia concerning the female teachers' problems and their perceptions of e-working and work-life balance. The paper offers broad range of information for researchers, formal state institutions, individuals and policy makers for the evaluation and the solution of the problem. This can be regarded as the other contribution of the paper. At last, I analyzed the teachers' perceptions on e-working, its positivity and negativities, its influence on labor as a whole and in an analytic way, which suggests informative as well as holistic approach to those, who are concerned.

CONCLUSIONS

The research is original since it proposes concrete results for female workers' remote working behaviours and their sensitivities for affirming balance between work and non-work activities in a global pandemic. Thinking the three faceted perspective of the issue, the research has also several implications for future researchers, remote workers, and policy makers. As a result of the study, twenty seven themes and seven categories were concluded, which are the very basics of work-life balance issue. Taking into account these themes and categories, new researches can be made and novel samples can be designed by

means of technological softwares. The influence of some other parameters (e.g. job satisfaction, stress, productivity) on work-life balance for remote workers can also be assessed. Conversely, there are several limitations in the paper. Initially, the basic limitation of the research is the qualitative analysis conducted on restricted number of e-workers, resulting from the 'nature' of this analysis method. Additionally, the negative circumstances that Covid-19 created for the implementation of the scientific research and the selection of the participants are the other things to be considered as disadvantageous. Also, the dimension of the research can be enlarged to Turkey in an overall way by means of including different sorts of teaching branches from different cities.

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