Work from Home for Women Lecturer during Pandemic Outbreak

Chwen-Li Chang [a], Ivon Arisanti [b, c*]

*[a] Department of Business Administration, Chaoyang University of Technology,
Taichung City 413310, Taiwan (ROC)
clchang@cyut.edu.tw
[b*] Department of Business Administration, Chaoyang University of Technology,
Taichung City 413310, Taiwan (ROC)
[c] Department of Psychology, Sumbawa University of Technology, Olat Maras Rd.
Sumbawa District, West Nusa Tenggara 84371, Indonesia
s10837912@gm.cyut.edu.tw*

ABSTRACT

The coronavirus (COVID-19), which has impacted the world from 2019 to the present, has caused a global threat. As a result, the spread of COVID-19, including the closure of all levels of education in Indonesia, declined globally, and all levels of education in Indonesia were forced to work online. This study examines women who work as lecturers in universities, both public and private, and their role as mothers in Indonesia during the COVID-19 period. Data analysis in this study used Interpretative Phenomenological Analysis (IPA), and thirty-five lecturers were interviewed to analyze the relationship between professional and family life. This analysis shows that gender discrimination still occurs in some workplaces and households, which harms the psychological well-being of lecturers and homemakers. Overall, this study helps understand the work and family disputes that have arisen during COVID-19 in private and public universities for women who work as lecturers and act as mothers.

I.   INTRODUCTION

During the COVID-19 pandemic, there has been an impact on the education world, particularly in public and private universities. During the pandemic, the learning process has changed through online methods, where most activities occur from home. Changing the work process from being at the office or university to being at home has a significant impact, especially for female lecturers in public and private universities. Where they are faced with the condition that adaptation process becomes a new norm in daily life during the COVID-19 pandemic and a patriarchal culture that is still prevalent in some Indonesian households, requiring them to adapt to online methods and policies of higher education during the pandemic (Aldossari and Chaudhry, 2021).

Patriarchy describes the presence of male dominance in all aspects of life, including various dimensions of life; this was experienced and existed long before (Omvedt, 1986; Gangoli, 2017). In patriarchal culture, it is known that the division of roles is divided into two parts, public and domestic. The public area is described as an area to fulfil the needs of the family, while the domestic area is described as an area related to matters that occur in the house. Working mothers have two main concerns, where both of them demand responsibility, both for their family and for the work they are undertaking as a lecturer. These two things often create conflicts for women who work and have two professions, both as mothers and workers (Halidin, 2019). One of the consequences of mothers working in the family has resulted in a shift in family composition. In the family the husband and wife work together is determined not only by policies, beliefs, and culture, but also by the interaction between husband and wife, so this requires a balance in carrying out the role in the family and the work that is carried out by both of them (Budig et al., 2012; Pfau-Effinger, 2012). This imbalance eventually leads to work-family conflicts and, according to the cited opinion (Greenhaus and Beutell, 1985), can create family-work conflicts. The conflict that occurs can disrupt the relationship between family and work (Handayani and Harsanti, 2017).

Many studies on family-work conflicts show a correlation between employee satisfaction, life satisfaction, satisfaction with the family, health, and welfare of employees (Bruck et al., 2002; Liao et al., 2019), and family relationships (Vahed et al., 2019). Even work-family conflicts that occur in individuals can trigger stress (Carlson et al., 2000). Work-family conflict occurs in almost all types of professions, especially service-related professions, such as education, where educators, like teachers, can experience job stress (Jatmika and Utomo, 2019). The research found that the number of publications made by a female lecturer in the COVID-19 pandemic decreased in the field of education, including higher education (Andersen et al., 2020). Women not only experienced this before the COVID-19 pandemic, but every lecturer in public and private universities in both the COVID-19 pandemic and after faced demands and campus policies closely associated with scientific research. Grants were sourced from home and abroad that could increase the ranking of a university both nationally and internationally, as well as achieve targets in the form of compensation and careers (Yudkevich et al., 2015). Other research shows that the workload given by higher education is so large that it makes female lecturers experience difficulty in achieving balance in their lives, affecting female lecturers (Darmawan et al., 2015).

According to research, the COVID-19 pandemic has caused more women to provide the majority of care because women can work from home due to the pandemic

(Wang and Inoue, 2020). In their study, Yildirim and Eslen-Ziya (2021) found that the COVID-19 pandemic significant impact on academic women who had children. In addition, women who have children are less productive in academic activity than man (Lutter and Schröder, 2020; Collins et al., 2021). One way to measure academic production is the number of submissions that undergo peer review for publication. According to this study, men have not been affected by the COVID-19 pandemic, whereas published submissions by women have decreased (Collins et al., 2021). Before the COVID-19 epidemic, reports of gender imbalance in higher education and research had been made in several areas, including income, the ratio of senior professors, and the proportion of research paper authors (Jensen, 2021). During the epidemic, women in college struggled more to balance work and life than men (Frize et al., 2021). Academic women struggle to find work-life balance and experience more stress and anxiety than their male counterparts (Davis et al., 2022). During severe crises that require the care of more people, there are no institutional policies to help them (Nash and Churchill, 2020). There are slight gender differences in workload and production. During COVID-19, more men said they were satisfied with the measures implemented and that the agency cared about their well-being (Hamadeh et al., 2022). Similar differences between men and women are seen in the larger population, indicating that the COVID-19 pandemic has had a major impact on working women (Collins et al., 2021).

In this study, we employed a qualitative approach called Interpretative Phenomenology Analysis (IPA). IPA has a significant focus on actual life, it is an approach that can be used to investigate the experiences of female lecturers and the influence these have on their professional lives. This was done through interviews conducted by researchers to dig deep into data sets called "in-depth interviews." Moreover, we collected 35 respondents from the academic profession and focused on female lecturers, and we were able to gather information from various viewpoints and experiences. This study contributes to our understanding of the work and family conflicts that occurred during the pandemic at private and public institutions for women working as lecturers and mothers.

II. METHODOLOGY

Based on the problems that became the focus of the study, the researchers used a qualitative approach with the IPA method. Based on the basis of the principles of IPA, the researcher tries to understand the participants and their world interpretatively. This research was conducted using criteria and reported using the Consolidated Criteria for Reporting Qualitative Research (COREQ). Research using science can describe the subjective experiences of individuals who work as lecturers and mothers. In conducting the research, the researcher develops a series of questions based on the methodological literature on the development of science. Researchers conducted interviews to dig deep into data information called "in-depth interviews." In-depth interview techniques were carried out with a structure that was not strict and semi-formal (see Appendix for sample interview guide). The information obtained from the informants was accurate and detailed, with a wide range of depth flexibility.

The mothers who work as lecturers were recruited to participate in this study using snowball techniques. Based on Noraini (2013) research, the "snowball" method in qualitative research can give researchers more room to find the most suitable informant,

and Creswell and Guetterman (2019) also stated that Qualitative snowball sampling could be valuable for recruiting study informants. Recruitment was done through social media and the research teams' network. In this study, researchers used WhatsApp messaging to contact informants and schedule interviews. This method was chosen to avoid direct contact between researchers and informants during the COVID-19 pandemic. This is a challenge in itself for researchers whose research is conducted during a pandemic. The benefits obtained by using this method are that informants become more comfortable and safer.

Meanwhile, researchers also experienced limitations in direct access, lack of nonverbal communication, and understanding of informant's expressions during the interview process. To avoid shortcomings and limitations in this study, researchers tried to create a comfortable atmosphere for informants and access the informant's schedules or activities so as not to hinder the activities of informants both at work and in taking care of their families. Information regarding family, occupation, age, and gender was collected and collected from the interview.

A.   Data Analysis

According to Smith and Osborn (2007), it is clarified that the IPA seeks to disclose in-depth the participants views and opinions about objects or events, interpreting their personal and social worlds. The IPA analysis with a limited sample size was carried out. According to Smith, describes the steps of the IPA as follows:

1. Reading and Re-reading; in this study, the interview results were obtained, and transcripts were written in transcripts by the research team.
2. Initial notes; this phase is a stage where the contents of terms, phrases, and the language transmitted at the time of the interview are tested. At this point, the team will notice something interesting in the transcript. This review was performed to provide a thorough and systematic collection of data notes and comments.
3. Develop Emerging Topics; this is the stage of developing emerging themes. The identification and coding of initial themes are carried out.
4. Searching for connections across emergent themes; this is the phase in the research of the relationship between thematic issues, which tend to be conducted after the scientist specifies the number of sub-theme categories on the transcript then chronologically sorted. The relationship between these themes develops in the form of tables or mappings and reflects on compatible topics.
5. Moving the Next cases; in each case/participant, stages of analysis were 1-4. If one case is finished and the findings are noted, the next phase will proceed to the next case or participant until all cases have been completed.
6. The final step in this study would be to look at the trends of cross-cases between cases and participants.

III.   RESULTS AND DISCUSSION

A.   Lecturer for Women and Higher Education

There are 35 female lecturers in this study, where 15 lecturers are civil servant lecturers

at state universities and 20 lecturers are permanent lecturers in private universities. During the COVID-19 pandemic, some female lecturers worked from home, and some were forced to go to campus every day to work due to demands from the university. This policy is a question in itself for all of us, where teaching activities are still carried out online while other activities are carried out offline.

Technology and internet networks have become the issues that have emerged and become something very unsettling. Primarily, some lecturers have experienced problems using internet access and learning how to use technology due to age-related factors that they are no longer young and a lack of readiness by universities to provide training for each lecturer to switch to an online teaching system. Not all respondents received training using technology in the online teaching activity system; some received only one training, and some did not.

Other problems arise, especially in private universities, which are significantly related to the necessities of life; not all lecturers in private universities pass lecturer certification to get a monthly allowance. Some lecturers are permanent or non-permanent, with salaries received every month ranging from 1.5 million to 10 million rupiah.

B.   Female and Household Lecturer

Based on Law 14 of 2005, teachers and lecturers are professionals and scientists tasked with transforming, improving, and disseminating science, technology, and arts. The main task of lecturers is to carry out the tri dharma of higher education, which includes education or teaching, studies, and community service. During the pandemic, the role of female lecturers is facing a problematic situation in placing a position between work and family interests. Those are very closely related to socio-cultural developments in Indonesia. So, there are three main tasks of women in the household: as wives, educators, and homemakers.

Until now, women still live with social expectations of gender identity, related to their responsibilities as mothers and homemakers. In this study, female lecturers at public and private universities try to negotiate their social existence without denying femininity. Locher-Scholten (2003) states that "caregivers and educators of children" are women's primary responsibilities. "Caregivers and educators of children" have shaped the gender identity of Indonesian women to this day.

During the study, researchers found several problems regarding the dual role of women who work as lecturers and as housemaker. It raises two issues related to homeownership: lecturers who are still renting or living with their families, and secondly, who have to do additional jobs to provide for the family to help their husbands pay the rent. In the first issue, from 35 women lectures, there are 18 lecturers who own their own houses and 17 lecturers are rent or live with their families. In the second issue, those with more than one child have problems related to parenting and education. Since the pandemic, many children have had to do online school from home, thus requiring women lecturers to guide their children in running online schools and their duties as lecturers.

C.   Psychological Well-Being of Female Lecturer

Since the pandemic occurred, it shows that people are experiencing significant psychological distress, as was the case during the Ebola and SARSs epidemics in 2013

(Petzold et al., 2020). Ryff and Singer (2002) defines psychological well-being as the result of an individual's evaluation/assessment of himself, which evaluates his life experiences. Evaluation of experiences will cause individuals to surrender to conditions that lower their psychological well-being or improve their living conditions that will increasing their psychological well-being. Based on this, there is a basis for the development of psychological well-being (Ryff, 1989, 2013; Ryff and Keyes, 1995), where the positive psychological function introduced by individuals is characterized by self-acceptance, positive relationships, the ability to adapt to the environment, goals in life, and personal growth.

Women during the COVID-19 pandemic are reported to have higher levels of psychological distress than men (Keeter, 2020), and working mothers are among the women who encounter it. Most informants reported increased psychological stress during the COVID-19 pandemic due to changes to the online working system and family life, a new challenge, and adaptation for a working mother.

> "I feel so much psychological pressure in the current pandemic, and I have no previous experience of being faced with a situation like this. Work demands as a worker and also as a housewife who has to solve two things simultaneously" (F2).

Working mothers, especially those who work as a lecturer, are placed in situations with increased childcare and other household chores. This situation, of course, has a negative impact during the COVID-19 pandemic.

> "I was bewildered in this position; assisting children during online school such as mentoring, teaching children both in online school and assignments is something new, where I have three children, all of whom are currently attending online schools. Not to mention that I have to prepare materials, teach students and conduct assessments of other assignments and activities, as well as reporting as a lecturer during the COVID-19 pandemic is something so new besides having to do endless household chores" (F10).

The psychological stress caused during the pandemic is not only felt by working mothers. However, children experience the same things, such as discomfort, boredom, and isolation, that keep them from routine activities such as playing outside the house. This condition raises that the role of mothers here needs to be further enhanced in helping to maintain the psychological well-being of their children.

> "When I see my children are not focused while studying online, then crying makes me feel like crying. I have to focus on watching my children, trying to comfort them as well as comfort them. What I get my children to have emotions that tend to be unstable, so this affects me" (F6).

During the COVID-19 pandemic, everyone has their own experiences, both in terms of sadness, happiness, and trauma caused by the COVID-19 pandemic. This certainly carries a psychological burden for working mothers during the COVID-19 pandemic, where this was found in several informants who were later articulated in this

study.

> *"My mother died of COVID-19 a few months ago. It is tough for me; besides, she also has a congenital disease. He was 63 years old when he died. I regretted that as a child, I had not been optimal in caring for my mother. In the COVID-19 pandemic, access to the hospital was closed, and I received news and even communicated with my mother only via WhatsApp using a video call. Moreover, when he died, I could not touch or even bathe his body and attend his funeral due to the procedures during this pandemic. Sadly, my sadness is not only related to the current condition, but I am faced with the loss of the people I love"* (F13).

D.   Work-Family Conflict

Responsibilities related to work and family are essential things. However, when both are done at the same time, this often results in inconsistencies between the two for most individuals Hsu (2011) and Frone et al. (1992) are cited. Panatik et al. (2011) confirmed that work-related duties frequently overlap with family duties and vice versa. Work-family conflicts experienced by mothers working from home during the COVID-19 pandemic, 85% of 35 respondents experienced work-family conflict. Work-family conflict occurs because of a mismatch between roles, which results in different pressures in carrying out family and work roles (Howard, 2008). This certainly affects the orientation of a working mother with career success and development (Komalasari, 2018).

In this research mothers who work from home feel less productive during the COVID-19 pandemic and have difficulty completing work due to inadequate work support facilities such as internet networks that often experience disruption, affecting productivity at work, including the digital divide technology utilization. It is in line with research conducted in East Java, Indonesia, which shows that the dominance of internet users is male compared to women (Subiakto, 2013). Working mothers experience stress and decreased energy because they feel they are not the best is spending time with their children, which creates guilt towards the family as during normal times (Borelli et al., 2017; Hjálmsdóttir and Bjarnadóttir, 2021).

> *"When working, I feel very stressed, unproductive, and neglected. When I was faced with the internet network suddenly being interrupted, I could not finish my work quickly. This includes when the online lecture process takes place, meetings, and also sending activity reports" (F20).*

During the COVID-19 pandemic, most mothers who worked as a lecturer faced conditions where the role of partners still lacking in childcare, mainly when children studied online.

> *"I want my partner to be more active in helping me with the care of my three children, especially when the child is currently in an online learning condition while the school has been closed since the COVID-19 pandemic. Sometimes everything is burdened to me, starting from childcare and taking care of the household and at the same time having to work as a lecturer"*

(F18).

When working from home, most working mothers feel that their working hours are so long that most feel tired and are followed by deteriorating health conditions.

> *"When working from home and having to work simultaneously in housekeeping, including taking care of children and working, makes me feel quickly tired and followed by a deteriorating condition, where I often experience dizziness" (F3).*

These conditions also raise its problems, where the husband and wife relationship is disturbed. It was followed by poor communication and decreased sexual desire during the COVID-19 pandemic, causing conflict, and resulting in marital disharmony. Marital disharmony can reduce the sexual attractiveness of a partner (Sathyanarayana et al., 2020).

> *"Since the COVID-19 pandemic, my relationship with my husband is not very good; there have often been conflicts between us due to different perceptions, sometimes of small things that we have never fought about. Lack of time with my husband also exacerbated the situation where I spent more time taking care of the household and also working, resulting in a decrease in sexual desire during the COVID-19 pandemic" (F26).*

E.   Gendered Interplay between Work and Family

Applying gender roles in family and community life is significant because it can affect human behavior. It can be seen in educating children, choosing education, employment, and even spouses. Changes that have occurred globally and the rapid trend of industrialization have transformed social institutions, ultimately putting pressure on social, economic, and psychologically at the individual, family, and community levels. It includes a shift in gender roles between men and women.

In domestic life, researchers see that there is still a patriarchal culture, where a patriarchal culture results in male gender superiority and leaves women to do things that should be shared. It is in line with other studies where both women and men show that they are aware of the need to fulfil household duties, but men tend to ignore their responsibilities in carrying out household duties (Thébaud et al., 2019).

> *"While at home and spending time with family, doing homework, taking care of and accompanying children who are attending school online from home, as well as doing assignments as a lecturer preparing teaching materials and teaching students online. I see my husband can leave the house carefree by leaving my children and me without fear that when my husband leaves, he is also at risk of contracting and even transmitting the coronavirus to the family at home. I also wanted to do the same thing by entertaining myself and even taking the children, but I did not because I saw the kids at home" (F7).*

Based on the phenomenon that occurs in some respondents. They feel that they are bearing their domestic burden without the cooperation of their partners in carrying out common interests in the household. Husbands still perform their roles following the society's expectation as male breadwinners. Due to a change in roles, tensions often arise between husbands and wives in the family. However, women often experience tensions in the dynamics between work tasks in the domestic and public work tasks than men, especially in the division of time and responsibility. Many men feel less involved in domestic affairs because they feel that men's main job is public work (Sumiyatiningsih, 2013).

> *"I feel that because my husband is the backbone of the family responsible for the family, most of the roles at home are done by me. Where I as a working mother also has a role in helping the family economy, something that is difficult to ask my husband to help with household work, and I feel it is my responsibility as a wife and also a mother" (F5).*

The illustration above shows that working mothers easily experience disruption in carrying out household responsibilities, where other studies often suggest that time for a mother is split more frequently (Collins, 2021; Collins et al., 2021). It also supports gender in terms of time (Bryson and Deery, 2010); some respondents felt that their husbands had more time to do things that were not related to work or family.

The profession as a lecturer and a mother were carried out optimally during the COVID-19 pandemic, including in universities, still requiring women to work optimally; this shows that there is still a lack of gender sensitivity concerning policies made by leaders. Based on this, it shows that there has been an increase in gender inequality in the workforce during the pandemic, which has an impact on working mothers (Reichelt et al., 2021). Female lecturers who have a dual role as a mother still have difficulties balancing their role as a working mother during the COVIOD-19 pandemic, not to mention the difficulties experienced with other family members is still visible in several respondents.

> *"As a lecturer during a pandemic, I have difficulty improving my performance as a lecturer, especially with research where I spend more of my time teaching, producing teaching materials, and taking care of the household and children, which are my current priorities. I feel that my career is experiencing a setback, which is the consequence that I have to run. I cannot run simultaneously; moreover, I have three children who are still in school. I have to take care of everything myself, not to mention family problems and others" (F12).*

F.   Experience Emotions during the Pandemic COVID-19

During the COVID-19 pandemic, changes have occurred in various aspects of life. The changes that occur require a process for each individual to adapt to meet the demands of the surrounding environment (Cao et al., 2020). In adapting to the changes that occurred during the COVID-19 pandemic, various problems arise, becoming a source of stress and must be resolved to improve life immediately (De Sousa et al., 2020).

Currently, many parents work at home, facing conditions that require accompanying children to learn from home online. Facing tasks and responsibilities that are carried out simultaneously requires an effort that is not easy. This condition can cause a lot of negative stressors that can be felt by a mother who works from homes, such as adapting to a different work medium than before during the pandemic, taking care of an increasing number of children and husbands, and other things that feel different in doing work, which should be at first in the office and then at home. These conditions make stress mothers, because they face various jobs and many tasks (Thomeer et al., 2015; Hong et al., 2018).

> *"When the pandemic happens, and we have to work from home, the conditions are different, and we have to adapt to it not only my husband but my children and also me. My husband looks so serious and focused on his work, and we have to work online for 8 hours, and our children have to be online for 3 to 5 hours a day. We have to be in one room, different conditions are me as a mother and also a lecturer where I have to wash clothes, cook and not take lunch breaks this condition is so stressful for me" (F14).*

Another thing felt by working mothers, during the COVID-19 pandemic., Mothers who worked in carrying out their roles as mothers and lecturers needed the energy to manage their emotions. One representative who has three children aged (8, 10, and 15 years) revealed:

> *"During the COVID-19 pandemic, I had great concern and also suspicion of the people who visited my house, including food and groceries that I bought from outside whether they were safe or not. I need to take precautions to protect my family. Including the decision when schools carry out activities that were initially online then changed to offline by implementing strict Health protocols still makes me anxious and worried about whether I can and allow my children to return to school? Is it safe when they are at school or not?" (F23).*

Based on the above conditions, it can be illustrated that the respondent has poor emotional regulation, where emotional regulation is essential in carrying out functions in an adaptive manner. Emotional regulation that has suboptimal or dysfunctional characteristics is considered to be counterproductive in poor well-being (Vingerhoets et al., 2008). In other studies, it shows that the above often occurs in women and mothers who work when carrying out their activities or routine (Ciciolla and Luthar, 2019; Robertson et al., 2019).

Mothers who work as a lecturer in this research feel that they devote their time and energy physically and non-physically and involve them emotionally rather than working when facing the COVID-19 pandemic. Some of them try to reflect themselves by trying to be calmer and manage their time correctly in terms of dividing household and work tasks; some are trying to calm their other colleagues and people around them:

> *"I tried to be calm and focused in carrying out all my activities during the*

pandemic, it was not easy at first, and over time I was required to adapt and accept the conditions. I do this because of my children and people around me without trying to make them anxious or overwhelmed by feelings of fear with this condition" (F31).

The respondents formation of good emotional regulation above indicates a positive experience of working mothers during their development (Ostlund et al., 2017). If emotional regulation has a role in determining practical steps in dealing with stress, then this is because emotion as a psychological aspect has been well-formed in individuals (Cummings and Davies, 1996). Positive emotional regulation and well-being are two essential and positive factors to make individuals happy, where they experience dynamics that are adaptive to the conditions they experience (Mahardhika and Halimah, 2017).

IV.   CONCLUSION

COVID-19 affects women and men differently in different aspects of life. One of them is work. Inflexible gender norms can impact the mental health of women and men. In the current pandemic conditions, women, especially working mothers, have a double burden that is so heavy in the middle of the adaptation process to changes during the COVID-19 pandemic. It is inseparable from female academics who work as lecturers. It is consistent with earlier research. During the COVID-19 pandemic, many things changed, became a challenge for families, and resulted from significant changes in daily life in the community regarding social contact (Brooks et al., 2020). Women face unequal jobs when the family enforces social restrictions and works from home. Studies about gender with dual roles during COVID-19 are emerging in different countries (Manzo and Minello, 2020; Qian and Fuller, 2020). The COVID-19 pandemic, caused changes in social structures and gender work, which resulted in a large division of labour while at home balancing household life, caring for children, and work. Therefore, there is a clear need for higher education employers to consider the ongoing COVID-19 pandemic and its impact on women who have childcare responsibilities going forward (Nash and Churchill, 2020).

Each family member, wife, and husband must carry out a consistent responsibility. Where openness to the number of jobs required in running the household. Working mothers have done many things their husbands unaware of during the pandemic. The biggest challenge is when women who work as lecturers increase their relationship with finance. When men focus on the home, it is perceived as a social decline. It takes consistent efforts both in social life and in households and workplaces such as universities to break stereotypes about gender roles.

Working mothers have a great responsibility towards their family and work, including one of their academics. Higher education needs to be serious in examining gender issues so that there are no differences in research or other academic activities. With the many workloads that mothers work as lecturers, stress will influence their efficiency and organization during the COVID-19 pandemic. Therefore, it is necessary to have a strategy to minimize the emergence of stress with stress management, which includes time management in carrying out multiple roles both as a mother and a worker, taking time for yourself, and taking care of yourself.

V.   IMPLICATION AND FUTURE RESEARCH

This research has implications for female lecturers who have dual roles as housewives and lecturers who work from home during the COVID-19 pandemic. The findings in this study during the COVID-19 pandemic suggest that the current crisis may create a gender gap in employment. It is imperative to remember that not all employees have access to the right tools and technology to work from home. Female lecturers who work from home become the focal point of how feminism ultimately provides opportunities for everyone to maximize their competence in improving their performance. When work demands, and personal responsibilities come together, it can lead to burnout and less work getting done. The theory of social inequality can be used to understand the problems women face when they do not have the technology and resources they need to work from home. Work-family conflict can help us understand how challenging it is for women lecturers to balance work and family. In the future, organizations, researchers, and management practitioners in academia need to pay more attention to this issue and take care of gender issues in universities to involve women more in their research activities.

REFERENCES

Aldossari, M., and Chaudhry, S., 2021, "Women and Burnout in the Context of a Pandemic", *Gender, Work and Organization*, 28, 826-834. https://doi.org/10.1111/gwao.12567

Andersen, J.P., Wullum Nielsen, M., Simone, N.L., Lewiss, R.E., and Jagsi, R., 2020, "Meta-Research: Is Covid-19 Amplifying The Authorship Gender Gap In The Medical Literature?", *ArXiv*.

Borelli, J.L., Nelson, S.K., River, L.M., Birken, S.A., and Moss-Racusin, C., 2017, "Gender Differences in Work-Family Guilt in Parents of Young Children", *Sex Roles*, 76, 356-368. https://doi.org/10.1007/s11199-016-0579-0

Brooks, S.K., Webster, R.K., Smith, L.E., Woodland, L., Wessely, S., Greenberg, N., and Rubin, G.J., 2020, "The Psychological Impact of Quarantine and How to Reduce it: Rapid Review of the Evidence", *The Lancet*, 395, 912-920 https://doi.org/10.1016/S0140-6736(20)30460-8

Bruck, C.S., Allen, T.D., and Spector, P.E., 2002, "The Relation between Work-family Conflict and Job Satisfaction: A Finer-grained Analysis", *Journal of Vocational Behavior*, 60, 336-353. https://doi.org/10.1006/jvbe.2001.1836

Bryson, V., and Deery, R., 2010 "Public Policy, "Mens Time" and Power: The Work of Community Midwives in the British National Health Service. *Womens Studies International Forum*, 33. https://doi.org/10.1016/j.wsif.2009.11.004

Budig, M.J., Misra, J., and Boeckmann, I., 2012, "The Motherhood Penalty in Cross-national Perspective: The Importance of Work-family Policies and Cultural Attitudes", *Social Politics*, 19, 163-193. https://doi.org/10.1093/sp/jxs006

Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., and Zheng, J., 2020, "The Psychological Impact of the COVID-19 Epidemic on College Students in China", *Psychiatry Research*, 287, 112934. https://doi.org/10.1016/j.psychres.2020.112934

Carlson, D.S., Kacmar, K.M., and Williams, L.J., 2000, "Construction and Initial Validation of a Multidimensional Measure of Work-Family Conflict", *Journal of Vocational Behavior*, 56, 249-276. https://doi.org/10.1006/jvbe.1999.1713

Ciciolla, L., and Luthar, S.S., 2019, "Invisible Household Labor and Ramifications for Adjustment: Mothers as Captains of Households" *Sex Roles*, 81, 467-486. https://doi.org/10.1007/s11199-018-1001-x

Collins, C., 2021, "Is Maternal Guilt a Cross-National Experience?", *Qualitative Sociology*, 44, 1-29. https://doi.org/10.1007/s11133-020-09451-2

Collins, C., Landivar, L.C., Ruppanner, L., and Scarborough, W.J., 2021, "COVID-19 and the Gender Gap in Work Hours", *Gender, Work and Organization*, 28, 101-112. https://doi.org/10.1111/gwao.12506

Creswell, J.W., and Guetterman, T.C., 2019, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th Edition. In Pearson, New York, USA.

Cummings, E.M., and Davies, P., 1996, "Emotional Security as a Regulatory Process in Normal Development and the Development of Psychopathology. *Development and Psychopathology*, 8, 123-139. https://doi.org/10.1017/s0954579400007008

Darmawan, A., Silviandari, I.A., and Susilawati, I.R., 2015, "Hubungan Burnout Dengan Work-Life Balance", *Jurnal Mediapsi*, 1, 28-39.

Davis, J.C., Li, E.P.H., Butterfield, M.S., DiLabio, G.A., Sangunthanam, N., and Marcolin, B., 2022, "Are We Failing Female and Racialized Academics? A Canadian National Survey Examining the Impacts of the COVID-19 Pandemic on Tenure and Tenure-track Faculty", *Gender, Work and Organization*, 29, 703-722. https://doi.org/10.1111/gwao.12811

De Sousa, A., Mohandas, E., and Javed, A., 2020, "Psychological interventions during COVID-19: Challenges for low and middle income countries" *Asian Journal of Psychiatry*, 51, 102128. https://doi.org/10.1016/j.ajp.2020.102128

Frize, M., Lhotska, L., Marcu, L. G., Stoeva, M., Barabino, G., Ibrahim, F., Lim, S., Kaldoudi, E., da Silva, A.M.M., Tan, P.H., Tsapaki, V., Bezak, E., 2021, "The Impact of COVID-19 Pandemic on Gender-related Work from Home in STEM Fields—Report of the WiMPBME Task Group", *Gender, Work and Organization*, 28, 378-396. https://doi.org/10.1111/gwao.12690

Frone, M.R., Russell, M., and Cooper, M.L., 1992, "Antecedents and Outcomes of Work-Family Conflict: Testing a Model of the Work-Family Interface", *Journal of Applied Psychology*, 77, 65. https://doi.org/10.1037/0021-9010.77.1.65

Gangoli, G., 2017, "Understanding Patriarchy, Past and Present: Critical Reflections on Gerda Lerner (1987), the Creation of Patriarchy, Oxford University Press. *Journal of Gender-Based Violence*, 1, 127-134. https://doi.org/10.1332/239868017X14907152523430

Halidin, A., 2019, "Dual Role is Adjusting the Conflict of Employees Women in Pinrang Regency Office", *Maret 2019 Journal of Research and Multidisciplinary*, 2, 84-93. https://doi.org/https://doi.org/10.5281/jrm.v2i1.%25

Hamadeh, R.R., AlSabbagh, M., Bugawa, A.M., Kamal, A., Ali, F., Al Bufalasa, G.A., and AlShaibani, T., 2022, "The Impact of the COVID-19 Pandemic in Higher Education: A Gender Perspective", *Arab Gulf Journal of Scientific Research*, 40, 424-439. https://doi.org/10.1108/AGJSR-07-2022-0104

Handayani, N., and Harsanti, I., 2017, "Kepuasan Pernikahan : Studi Pengaruh Konflik Pekerjaan-Keluarga Pada Wanita Bekerja", *Jurnal Ilmiah Psikologi Gunadarma*, 10. https://doi.org/10.35760/psi

Hjálmsdóttir, A., and Bjarnadóttir, V.S., 2021, "I Have Turned into a Foreman Here at

Home: Families and Work–life Balance in Times of COVID-19 in a Gender Equality Paradise", *Gender, Work and Organization*, 28, 268-283. https://doi.org/10.1111/gwao.12552

Hong, F., Tarullo, A.R., Mercurio, A.E., Liu, S., Cai, Q., and Malley-Morrison, K., 2018, "Childhood Maltreatment and Perceived Stress in young Adults: The Role of Emotion Regulation Strategies, Self-efficacy, and Resilience", *Child Abuse and Neglect*, 86, 136-146. https://doi.org/10.1016/j.chiabu.2018.09.014

Howard, F., 2008, "Managing Stress or Enhancing Wellbeing? Positive Psychologys Contributions to Clinical Supervision", *Australian Psychologist*, 43, 105-113. https://doi.org/10.1080/00050060801978647

Hsu, Y.R., 2011, "Work-family Conflict and Job Satisfaction in Stressful Working Environments: The Moderating Roles of Perceived Supervisor Support and Internal Locus of Control", *International Journal of Manpower*, 32, 233-248. https://doi.org/10.1108/01437721111130224

Jatmika, D., and Utomo, S.D., 2019, "Peran Konflik Peran Ganda Terhadap Spiritualitas Di Tempat Kerja Pada Guru Wanita Sekolah Dasar Negeri (SDN) Di Jakarta", *Jurnal Psikologi*, 15, 130. https://doi.org/10.24014/jp.v15i2.7526

Jensen, C., 2021, "Gender Equality", *Equality in the Nordic World*, 23-34. https://doi.org/10.2307/j.ctv1qwwhmh.5

Keeter, S., 2020, "People Financially Affected by COVID-19 Outbreak Are Experiencing More Psychological Distress than Others", *Pew Research Center*, 30.

Komalasari, Y., 2018, "Bali Womens Carrer Development: A Psychological Perspective", *Jagadhita:Jurnal Ekonomi & Bisnis*, 5, 64-71.

Liao, E.Y., Lau, V.P., Hui, R.T.Y., and Kong, K.H., 2019, "A Resource-based Perspective on Work–family Conflict: Meta-analytical Findings", *Career Development International*, 24, 37-73. https://doi.org/10.1108/CDI-12-2017-0236

Locher-Scholten, E., 2003, "Morals, Harmony, and National Identity: Companionate Feminism in Colonial Indonesia in the 1930s", *Journal of Womens History*, 14, 38-58. https://doi.org/10.1353/jowh.2003.0010

Lutter, M., and Schröder, M., 2020, "Is There a Motherhood Penalty in Academia? The Gendered Effect of Children on Academic Publications in German Sociology", *European Sociological Review*, 36, 442-459. https://doi.org/10.1093/esr/jcz063

Mahardhika, N.F., and Halimah, L., 2017, "Hubungan Gratitude dan Subjective Well-Being Odapus Wanita Dewasa Awal di Syamsi Dhuha Foundation Bandung", *Psympathic : Jurnal Ilmiah Psikologi*, 4, 91-114. https://doi.org/10.15575/psy.v4i1.1278

Manzo, L.K.C., and Minello, A., 2020, "Mothers, Childcare Duties, and Remote Working under COVID-19 Lockdown in Italy: Cultivating Communities of Care", *Dialogues in Human Geography*, 10, 120-123. https://doi.org/10.1177/2043820620934268

Nash, M., and Churchill, B., 2020, "Caring during COVID-19: A Gendered Analysis of Australian University Responses to Managing Remote Working and Caring Responsibilities. *Gender, Work and Organization*, 27, 833-846. https://doi.org/10.1111/gwao.12484

Noraini, I., 2013, *Penyelidikan Dalam Pendidikan*, Mc Graw Hill Education (Vol. 2).

Omvedt, G., 1986, "Patriarchy: The Analysis of Womens Oppression", *Critical Sociology*, 13, 30-50. https://doi.org/10.1177/089692058601300305

Ostlund, B.D., Measelle, J.R., Laurent, H.K., Conradt, E., and Ablow, J.C., 2017, "Shaping Emotion Regulation: Attunement, Symptomatology, and Stress Recovery within Mother–infant Dyads. *Developmental Psychobiology*, 59, 15-25. https://doi.org/10.1002/dev.21448

Panatik, S.A.B., Badri, S.K.Z., Rajab, A., Abdul, H.R., and Shaha, I.M. 2011, "The Impact of Work Family Conflict on Psychological Well-being among School Teachers in Malaysia", *Procedia - Social and Behavioral Sciences*, 29, 1500-1507. https://doi.org/10.1016/j.sbspro.2011.11.390

Petzold, M.B., Bendau, A., Plag, J., Pyrkosch, L., Mascarell Maricic, L., Betzler, F., Rogoll, J., Große, J., and Ströhle, A., 2020, "Risk, Resilience, Psychological Distress, and Anxiety at the Beginning of the COVID-19 Pandemic in Germany", *Brain and Behavior*, 10, e01745. https://doi.org/10.1002/brb3.1745

Pfau-Effinger, B., 2012, "Womens Employment in the Institutional and Cultural Context", *International Journal of Sociology and Social Policy*, 32, 530-543. https://doi.org/10.1108/01443331211257634

Qian, Y., and Fuller, S., 2020, "COVID-19 and the Gender Employment Gap among Parents of Young Children", *Canadian Public Policy*, 46, S89-S101. https://doi.org/10.3138/CPP.2020-077

Reichelt, M., Makovi, K., and Sargsyan, A., 2021, "The Impact of COVID-19 on Gender Inequality in the Labor Market and Gender-role Attitudes", *European Societies*, 23, S228-S245. https://doi.org/10.1080/14616696.2020.1823010

Robertson, L.G., Anderson, T.L., Hall, M.E.L., and Kim, C.L., 2019, "Mothers and Mental Labor: A Phenomenological Focus Group Study of Family-Related Thinking Work", *Psychology of Women Quarterly*, 43, 184-200. https://doi.org/10.1177/0361684319825581

Ryff, C.D., and Singer, B., 2002, "From Social Structure to Biology: Integrative Science in the Pursuit of Human Health and Well-being, 63, 73. *Handbook of Positive Psychology*.

Ryff, C.D., 1989, "Happiness is Everything, or Is it? Explorations on the Meaning of Psychological Well-being", *Journal of Personality and Social Psychology*, 57, 1069. https://doi.org/10.1037/0022-3514.57.6.1069

Ryff, C.D., 2013, "Psychological Well-being Revisited: Advances in the Science and Practice of Eudaimonia", *Psychotherapy and Psychosomatics*, 83, 10-28. https://doi.org/10.1159/000353263

Ryff, C.D., and Keyes, C.L.M., 1995, "The Structure of Psychological Well-Being Revisited", *Journal of Personality and Social Psychology*, 69, 719. https://doi.org/10.1037/0022-3514.69.4.719

Sathyanarayana Rao, T.S., and Andrade, C., 2020, "Sexual Behavior in the Days of COVID-19", *Journal of Psychosexual Health*, 2, 111-112. https://doi.org/10.1177/2631831819934987

Smith, J.A., and Osborn, M., 2007, "Interpretative Phenomenological Analysis: Theory, Method and Research", In *Qualitative Psychology, A Practical Gguide to Research Methods*,

Subiakto, H., 2013, "Internet untuk Pedesaan dan Pemanfaatannya bagi Masyarakat (The Usage of Internet for the Village and Villagers)", *Jurnal UNAIR Masyarakat, Kebudayaan Dan Politik*, 26,243-256.

Sumiyatiningsih, D., 2013, "Pergeseran Peran Laki-Laki dan Perempuan dalam Kajian

Feminis", *WASKITA,Jurnal Studi Agama Dan Masyarakat*, 4.

Thébaud, S., Kornrich, S., and Ruppanner, L., 2019, "Good Housekeeping, Great Expectations: Gender and Housework Norms", *Sociological Methods and Research*, 50, 1186-1214. https://doi.org/10.1177/0049124119852395

Thomeer, M.B., Reczek, C., and Umberson, D., 2015, "Gendered Emotion Work around Physical Health Problems in Mid- and Later-life Marriages", *Journal of Aging Studies*, 32, 12-22. https://doi.org/10.1016/j.jaging.2014.12.001

Vahedi, A., Krug, I., and Westrupp, E.M., 2019, "Crossover of Parents Work-family Conflict to Family Functioning and Child Mental Health", *Journal of Applied Developmental Psychology*, 62, 38-49. https://doi.org/10.1016/j.appdev.2019.01.001

Vingerhoets, A.J.J.M., Nyklíĉek, I., and Denollet, J. 2008. "Emotion Regulation: Conceptual and Clinical Issues. In *Emotion Regulation: Conceptual and Clinical Issues*. https://doi.org/10.1007/978-0-387-29986-0

Wang, V., and Inoue, M., 2020, "When Can We Go to School? Nearly 300 Million Children Are Missing Class", *The New York Times*. Retrieved from https://www.nytimes.com/2020/03/04/world/coronavirus-schools-closed.html

Yildirim, T.M., and Eslen-Ziya, H., 2021, "The Differential Impact of COVID-19 on the Work Conditions of Women and Men Academics during the Lockdown", *Gender, Work and Organization*, 28, 243-249. https://doi.org/10.1111/gwao.12529

Yudkevich, M., Altbach, P.G., and Rumbley, L.E., 2015, "Global University Rankings: The Olympic Games of Higher Education?", *Prospects*, 45, 411-419. https://doi.org/10.1007/s11125-015-9365-y

APPENDIX A: INTERVIEW GUIDE

Study Title: Work from Home for Women Lecturer during Pandemic Outbreak

1.   Are you currently teaching at a public or private university?
2.   Do you currently live in your own house or are you still renting a house or are you still living with other family members?
3.   How much income do you currently earn as a lecturer? (if you don't want to answer this question you can not answer this question)
4.   Are you married? (Yes/No)…….. If yes, how manychildreen or familys members do you currently have?
5.   How do you explain based on your sentences the relation to the experience of working from home during the Covid-19 pandemic?
6.   How does working from home as a lecturer impact daily life?

Possible Probing Questions:

1.   Can you carry out your work as a housewife as well as a lecturer at the same time?
2.   What obstacles did you experience when you worked from home during the current Covid-19 pandemic?
3.   Has working from home had an impact on your current psychologist's well-being?
4.   How would you describe your experience involving yourself emotionally during the Covid-19 pandemic?
5.   How is the distribution of tasks for husbands and wives who both work from home during the Covid-19 pandemic?
6.   How do you describe your experience as a lecturer during the Covid-19 pandemic?

Possible Probing Questions:

1.   What obstacles do you experience as a lecturer when teaching online?
2.   During the Covid-19 pandemic, did you conduct research as support in improving your performance as a lecturer?

APPENDIX B: EXAMPLES OF EXCERPTS FROM OUR REFLECTIVE JOURNAL

Not all respondents were willing to open up during the interview, and some were reluctant to share their experiences. They only want to answer general questions. The most frequently answered questions are related to the constraints while they work from home related to internet connectivity which tends to be unstable. Thus, disrupting their teaching and learning activities online (F15, F20, F28).
We found that this research was very challenging with regard to the interview process and data collection from participants when female lecturers had multiple roles while working from home amid the Covid-19 pandemic. An intense story was told by one of the respondents who shared his story during the pandemic when he had to lose his mother because of Covid-19. We conducted interviews by rescheduling and adjusting the interview schedule to the participants wishes. During the research and interview

process, the researcher felt pain and a sense of sympathy for the participants during the interview process (F13).

Before the interview began, she (F10) told me that he has three children aged 8 years, 10 years and 12 years, all three of whose school activities were conducted online during the pandemic because, during the pandemic, all schools were closed. During the interview, the participants were very enthusiastic at the beginning. Still, a change in attitude was experienced when the participants began to share their experiences as mothers and lecturers during the pandemic. Participants said that she was very tired of having so many burdens simultaneously as a mother and also the demands to improve her performance as a lecturer amid a pandemic. The interview process lasted more than 60 minutes, and it was amazing that the participants were so enthusiastic about sharing their stories.

The next participants come from one of the major universities in Indonesia. Participants contacted us to agree to take part in the interview because their friends had conducted previous interviews in this study. Participant (F26) was very interested in sharing her story. She wanted everyone to understand that being a woman is not easy, especially women who have multiple roles as housewives as well as workers. He revealed that the impact of the pandemic has greatly affected all aspects of life, not only economically, socially and even psychologically, especially in relation to psychological well-being.

APPENDIX C: SUB-THEMES AND PARTICIPANTS QUOTES

Work from Home for Women Lecturer during Pandemic Outbreak	
Sub-themes	Quotations from participants
Lecturer for Women and Higher Education.	"I am teaching at a private university for almost 5 years" (F1).
	"I have been a lecturer since 2001, and now 19 years teaching in a public university" (F31).
	"I have been teaching for almost 10 years at a public university" (F9).
	"I am not comfortable talking about the amount of salary I receive. The salary I get includes basic salary, certification, position allowances, incentives, etc" (F10).
	"The salary earned every month is five million rupiahs and is not included in certification allowances and others" (F 26).
Female and Household Lecturer.	"While working from home during the pandemic Covid-19, work as a lecturer must be carried out at the same time simultaneously with taking care of the family and home" (F13).
	"Sometimes I can't do all the work at the same time, it's really tiring" (F12).
	"I currently own a house, which I bought with my husband by credit through a bank" (F14).
	"Currently, I still live with my parents, because my parents are old and no one accompanies or takes care of my parents" (F3)
	"I currently live in my own home, and no longer have to rent or live with my family" (F18).
Psychological	"I feel so much psychological pressure in the current pandemic, and I

Well-Being of Female Lecturer.	have no previous experience of being faced with a situation like this. Work demands as a worker and also as a housewife who has to solve two things simultaneously" (F2).
	"I was bewildered in this position; assisting children during online school such as mentoring, and teaching children both in online school and assignments is something new, where I have three children, all of whom are currently attending online schools. Not to mention that I have to prepare materials, teach students and conduct assessments of other assignments and activities, as well as reporting as a lecturer during the COVID-19 pandemic is something so new besides having to do endless household chores" (F10).
	"When I see my children are not focused while studying online, then crying makes me feel like crying. I have to focus on watching my children, trying to comfort them as well as comfort them. What I get my children to have emotions that tend to be unstable, so this affects me" (F6).
	"My mother died of COVID-19 a few months ago. It is tough for me; besides, she also has a congenital disease. He was 63 years old when he died. I regretted that as a child, I had not been optimal in caring for my mother. In the COVID-19 pandemic, access to the hospital was closed, and I received news and even communicated with my mother only via WhatsApp using a video call. Moreover, when he died, I could not touch or even bathe his body and attend his funeral due to the procedures during this pandemic. Sadly, my sadness is not only related to the current condition but I am faced with the loss of the people I love" (F13)
Work-Family Conflict	"When working, I feel very stressed, unproductive, and neglected. When I was faced with the internet network suddenly being interrupted, I could not finish my work quickly. This includes when the online lecture process takes place, meetings, and also sending activity reports" (F20).
	"I want my partner to be more active in helping me with the care of my three children, especially when the child is currently in an online learning condition while the school has been closed since the COVID-19 pandemic. Sometimes everything is burdened to me, starting from childcare and taking care of the household and at the same time having to work as a lecturer" (F18).
	"When working from home and having to work simultaneously in housekeeping, including taking care of children and working, makes me feel quickly tired and followed by a deteriorating condition, where I often experience dizziness" (F3).
	"Since the COVID-19 pandemic, my relationship with my husband is not very good; there have often been conflicts between us due to different perceptions, sometimes of small things that we have never fought about. Lack of time with my husband also exacerbated the situation where I spent more time taking care of the household and also working, resulting in a decrease in sexual desire during the COVID-19 pandemic" (F26).
Gendered Interplay	"While at home and spending time with family, doing homework, taking care of and accompanying children who are attending school online from

between work and family.	home, as well as doing assignments as a lecturer preparing teaching materials and teaching students online. I see my husband can leave the house carefree by leaving my children and me without fear that when my husband leaves, he is also at risk of contracting and even transmitting the coronavirus to the family at home. I also wanted to do the same thing by entertaining myself and even taking the children, but I did not because I saw the kids at home" (F7).
	"I feel that because my husband is the backbone of the family responsible for the family, most of the roles at home are done by me. Where I as a working mother also has a role in helping the family economy, something that is difficult to ask my husband to help with household work, and I feel it is my responsibility as a wife and also a mother" (F5).
	"As a lecturer during a pandemic, I have difficulty improving my performance as a lecturer, especially with research where I spend more of my time teaching, producing teaching materials, and taking care of the household and children, which are my current priorities. I feel that my career is experiencing a setback, which is the consequence that I have to run. I cannot run simultaneously; moreover, I have three children who are still in school. I have to take care of everything myself, not to mention family problems and others" (F12).
	"When the pandemic happens, and we have to work from home, the conditions are different, and we have to adapt to it not only my husband but my children and also me. My husband looks so serious and focused on his work, and we have to work online for 8 hours, and our children have to be online for 3 to 5 hours a day. We have to be in one room, different conditions are me as a mother and also a lecturer where I have to wash clothes, cook and not take lunch breaks this condition is so stressful for me" (F14).
Experience emotions during the pandemic Covid-19	"During the COVID-19 pandemic, I had great concern and also suspicion of the people who visited my house, including food and groceries that I bought from outside whether they were safe or not. I need to take precautions to protect my family. Including the decision when schools carry out activities that were initially online then changed to offline by implementing strict Health protocols still makes me anxious and worried about whether I can and allow my children to return to school? Is it safe when they are at school or not?" (F23).
	"I tried to be calm and focused in carrying out all my activities during the pandemic, it was not easy at first, and over time I was required to adapt and accept the conditions. I do this because of my children and people around me without trying to make them anxious or overwhelmed by feelings of fear with this condition" (F31).