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Work From Home Acceptance and Challenges in KYPJ: A Dual Perspective

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Abstract

This study explored the Kolej Yayasan Pelajaran Johor (KYPJ) lecturers' and academic managers' acceptance and challenges towards the 'work from home (WFH) implementation. Generally, it is a new way of teaching and delivering methods and produced several challenges for both parties despite their acceptance of the new teaching and learning mode. A qualitative approach (phenomenology) was used. Ten (10) informants were interviewed, consisting of eight (n=8) lecturers from the hospitality department and two (n=2) managers of the academic department who are currently handling the WFH process. The interviews were done via Google Meet due to the movement control order, and all interviews were manually transcribed, hand-coded, and analyzed for themes. In total, sixteen (n=16) themes have emerged from this study. The first five (5) themes represent the acceptance of WFH, which include adherence to government policy, concern for safety, cost-effectiveness, flexibility, and family bonding. From the themes, it can be concluded that the participating lecturers accepted the WFH concept and implementation well. The lecturers can also adapt well to the WFH implementation even if the KYPJ management decides to continue after the pandemic. In terms of the challenges of WFH implementation, six (6) themes have been developed: internet connectivity, disconnection from colleagues/lack of social interaction, the separation between home life and work life, new teaching platform, disturbance, and health anxiety. Information on the challenges experienced by the lecturers can serve as a tool for the management to better cater to the needs of the lecturers in enhancing the teaching and learning process. Finally, five (5) themes emerged regarding the challenges faced (3 themes) and strategies used (2 themes) by the academic managers' regarding the WFH implementation. The themes for challenges are lack of workforce, information distribution, and employee participation, while the strategies formulated for strategies are academic meetings and ICT support. This study hopes to provide sufficient data to KYPJ in enhancing the WFH teaching and learning process. Understanding the lecturers' acceptance and challenges helps KYPJ better support lecturers in the teaching and learning process and in their emotional stability. KYPJ can better understand the necessary support needed and better strategize its resources to ensure the employees are happy despite the new working norm. Knowing the academic managers'

struggles and strategies in ensuring the WFH implementation run smoothly provides empirical data to better prepare KYPJ in managing its programs if there is a need for WFH in the future.

Keywords: Working From Home, Work-Family Balance, COVID-19, Online Learning

Introduction

The World Health Organization (WHO) announced its first case of Coronavirus in December 2019, with the first case detected in Central China's Hubei Province (Paiman & Fauzi, 2020). Officially known as Covid-19, the deadly virus has become a pandemic and spread to every part of the globe (WHO, 2020). Many sectors were affected by Covid-19, including the academic sector. Most academic organizations were uncertain about the duration of the virus outbreak and its impact on higher education and academic activities, including lectures, practical classes, tutorials, group assignments, projects, research, training, and development (Tan, 2020). The pandemic has also impacted Malaysia's higher education system (Razak et al., 2021). The impacts of Covid-19 on education sectors include the temporary closure of all universities or academic institutions and disturbances which affect one's scholars' work and social lives (Sarea et al., 2021; Tan, 2020).

To prevent the spread of Covid-19, the Malaysian government has imposed movement restrictions under a movement control order (MCO) and instructed most industries to be closed temporarily. All learning institutions were also instructed to close during MCO and which led to work from home (WFH) arrangement (Tang, 2020). WFH was claimed to be one of the most effective methods to minimize a more severe Covid-19 outbreak and, at the same time, ensure the continuity of education operations (Anthony Jnr & Noel, 2021). It is also one of the several flexible work options designed to contain the spread of the pandemic in the workplace exercise by the higher education sector. WFH can increase flexibility, and job satisfaction and reducing work-life conflict (Metwally et al., 2021). Additionally, other studies mentioned that WFH could provide employees flexible time to complete the work, save money, save travel time, save travel time value, reduce turnover rates and increase employees' productivity, engagement, and performance (Dilmaghani, 2021; Imhanrenialena et al., 2021; Palumbo, 2020). Nevertheless, the WFH concept has changed the landscape and activities of higher education institutions (Alkhwaldi & Abdulmuhsin, 2021). Concern about how tasks are done at home and whether the WFH idea offers a realistic alternative for higher education was raised (Adams et al., 2021).

The WFH has not been a pervasive culture in most institutions, particularly in the state higher education sector, as demonstrated by Kolej Yayasan Pelajaran Johor (KYPJ). The current pandemic has substantially altered the work order and organizational culture. Most lecturers in KYPJ are required to adopt the government-recommended WFH protocol, where they have to work from home. However, this presents challenges for the academic as well as the administrative staff, which are similar to what has been found by previous researchers, such as lack of oversight, ineffective communication, and no physical distinction between work and personal time (Alt & Naamati-Schneider, 2021). Additionally, the home environment may be a dull work environment (Lockwood & Nath, 2021). Bhumika (2020) also stated that the employees working from home might not receive the respect and assistance they deserve when needed, resulting in employee unhappiness. Another unintended consequence of WFH implementation was that individuals received less appreciation for their accomplishments (Prodanova & Kocarev, 2021). Some employees may work overtime due to the lack of time constraints associated with working from home, but their work was judged solely based on the outcome, not the hardships encountered during the process (Lamprinou et al., 2021).

Apart from WFH challenges, the responsibilities of hospitality and tourism lecturers pose distinctive challenges due to their emphasis on the practical aspects, particularly extensive practical course delivery (Lugosi & Jameson, 2017). The challenges also include dealing with students from different socio-demographics, unwarranted work exposures, dissimilar learning capabilities of students, frequent student-industry interactions, uncertainty about one's subjective acquaintance, and students' different levels of emotional anxiety (Gupta et al., 2021).

Thaheem et al (2021) highlighted a need for additional research due to the scarcity of studies focussing on employees involved with the WFH concept. Past studies also suggested exploring the impact of WFH practices on well-being, WFH acceptance and WFH challenges.

(Lee, 2021; Palumbo, 2020; Palumbo et. al., 2021). Thus, this study was conducted to explore the acceptance, challenges and strategies of WFH from the lecturer's and the program managers' perspective with the aim of better understanding the phenomena.

Literature Review

Covid-19 is a new strain of SARS (SARS-CoV-2) which has spread throughout several nations, becoming a worldwide epidemic (WHO, 2020). To adhere to social distance instruction, many companies in Malaysia were required to shift their normal working arrangement to WFH (Jamil et al., 2021). WFH can be defined as performing work activities by utilizing technology at home or an alternate location to the workplace (Imhanrenialena et al., 2021). Similarly, Lockwood and Nath (2021) defined the practice as a work arrangement that enables workers to carry out their job tasks remotely while communicating with the firm via technology and internet connectivity. Due to technological advancements, WFH has become more popular in many companies worldwide (Mallett et al., 2020). Technological improvements, social trends, and cultural transformations have all contributed to the growth of WFH (Lee, 2021). Job obligations can now be accomplished at any time or location, enabling flexible work practices such as remote working (Al Ahbabi & Ahmad, 2021).

The WFH arrangement has been lauded for some of its advantages and chastised for its inability to replace the traditional office layout fully. Many past studies have highlighted the advantages of WFH. According to Mamonov and Benbunan-Fich (2021), WFH enhanced productivity, employee retention, dedication and performance. Additionally, WFH has greater efficiency and decreases the risk of burnout (Appel-Meulenbroek et al., 2020). Remote working provides WFH employees with increased autonomy and flexibility regarding job tasks and schedules (Errichiello & Pianese, 2020). With the advancement of portable communications and technology, WFH employees have more freedom in their work (Mitchell, 2021). Moreover, with less physical monitoring by superiors, WFH employees have more autonomy in work (Prodanova & Kocarev, 2021) As a result, many WFH employees reported a higher level of satisfaction and dedication than typical office workers (Matli, 2020).

From the employer's perspective, WFH has a favourable impact on the organization's performance (Lockwood & Nath, 2021). Besides that, remote working is able to reduce office space and operating expenditures (Ollo-Lopez et al., 2021). WFH also provides firms with a competitive edge by enabling employee recruitment across time zones and allowing human resource managers to hire top talent worldwide (Wong et al., 2021). Similarly, Veen et al. (2021) point out that WFH working techniques allow companies to recruit and retain highly competent individuals worldwide. As a result, many firms use WFH as a significant recruitment and retention tool (Hoang, 2020). WFH also helps in sustaining the environment such as reducing traffic congestion, reducing carbon emissions and ensures the organization's stability

in unforeseen emergencies such as virus outbreaks (Appel-Meulenbroek et al., 2020; Hosoda, 2021; Olowookere, 2021; Prodanova & Kocarev, 2021).

Nevertheless, WFH also posed challenges to the employees, such as concern about deteriorating colleague connections, reduced promotion chances, and negative career growth (Chen, 2020). Moreover, many researchers believe that work and non-work lifelines have increasingly obscured in WFH settings (Duff & Rankin, 2020; Farooq & Sultana, 2021; Gauer & Germann, 2021). Additionally, 87% of remote employees said that technology impacted their capacity to switch off during non-working hours (Lockwood & Nath, 2021) hence negatively impacting employee's well-being (Mallett et al., 2020). Indeed, employees may work longer hours than office-based employees and exhibit 'poor productivity,' which harms employee well-being (Gauer & Germann, 2021). Moreover, a lack of face-to-face communication among employees may generate issues with co-workers and management, stifle creativity and knowledge transmission and affect individual well-being (Hosoda, 2021; Kapoor et al., 2021; Lamprinou et al., 2021). These appear to be a research gap, indicating the importance of examining how WFH employees manage work-life boundaries and the implications of failing to disconnect (Marzban et al., 2021).

From the employer's perspective, many businesses may be unprepared to deal with WFH cybersecurity and data protection (Gauer & Germann, 2021). The fact that the employees are not working at the employer's property is concerning for the employers, particularly when dealing with the company's data (Almeida & Santos, 2020). Companies may find it challenging to create a culture that accepts and supports WFH, which may be damaging to their retention efforts since it can affect employee motivation and happiness. Additionally, it may also be difficult for an organization to track who is working remotely, when they are working, and how they are working (Gauer & Germann, 2021). In the worst case, those companies that were affected by the isolation or failed to adapt to the WFH arrangement may be forced to close (Abas et al., 2021).

Contradicting views on WFH arrangement warrant research attention and should be addressed such as the management of work-life boundaries. Additionally, the study was needed to examine the interactions between WFH and management. Thus, this study examined the implementation of WFH from lecturers' and management perspectives of KYPJ.

Methodology

Selection of Participants

Based on the constructivist paradigm, this study uses a phenomenological strategy to explore the acceptance and challenges of WFH from employees' and management perspectives. Data was collected using semi-structured interviews while allowing room for follow-up questions. Participants for this research were lecturers from the hospitality department of KYPJ. To qualify for this study, participants must be working as hospitality lecturers to provide employees' perspectives and academic managers to provide management perspectives. The hospitality lecturers and managers must be permanent staff, working full time from home since the Covid-19 pandemic and has been a lecturer since 2020. According to Creswell (1998) 5 to 25 subjects are sufficient for a phenomenological study.

Instrumentation and Procedures

An interview protocol was developed and reviewed by academicians in the hospitality field who were not directly associated with the study. Despite being guided by the set of questions in the protocol, the researchers asked follow-up questions wherever they deemed

appropriate to probe deeper and gauge in-depth responses. The protocol contained questions on participants' acceptance and the challenges faced by hospitality lecturers in WFH settings. Additionally, questions on the challenges and the strategies of WFH arrangement were asked of the management.

Data Collection

The study utilized the purposive sampling technique to ensure only credible respondents participate in the study which leads to truthful representation of the finding. The qualified respondents were contacted through their personal mobile numbers. Upon contact, the researcher first explained the details of the study and seek for respondents' agreement to participate. Once agreed upon, interviews were conducted on online platforms (Google Meet). To gauge better responses and make the participants feel at ease, both Malay and English were used interchangeably during the interviews. The Malay interviews were then translated into English. With participants' consent, the interviews were audio-taped and transcribed for analysis. In addition to the transcription of the interviews, the researcher's observations and experiences during the interviews were also kept in an observation log. The interview transcripts were shared with the participants for member checking, ensuring the accuracy and trustworthiness of the data (Creswell, 2008).

Data Analysis

Following the transcription process, the researcher read the data, again and again, to familiarize with the data and able to grasp the potential codes. The data were analyzed using thematic analysis to identify patterns or themes within the data. The researchers followed the methodology suggested by Braun & Clarke (2006) where the researchers are required to familiarize themselves with the data, generate initial codes, search for themes, review the emerging themes, define and name these themes, and finally produce the report. Codes that are frequently mentioned were then established as sub-themes and themes.

Findings

Informant Profile

This study gathered ten informants consisting of eight lecturers and two managers from School of Hospitality and Tourism, KYPJ. All the informants fulfilled the sample criteria set by the researcher. The informant profile is visualised in Table 1.

Table 1

Informants profile

Characteristic	Hospitality Lecturers		Hospitality Manager	
	Frequency (n=8)	Percentage (%)	Frequency (n=2)	Percentage (%)
Gender				
Male	3	37.5	1	50
Female	5	62.5	1	50
Age (years)				
19-25	0	0	0	0
26-35	5	62.5	1	50
36-45	2	25	1	50
46-55	1	12.5	0	0
Over 55	0	0	0	0
Education				
Diploma	0	0	0	0
Bachelor's Degree	7	87.5	1	50
Master's Degree	1	12.5	1	50
PhD	0	0	0	0
Working experience (years)				
2-3	0	0	0	0
4-5	6	75	0	0
6-10	2	25	1	50
11-15	0	0	1	50
More than 15	0	0	0	0
Marital status				
Single	2	25	0	0
Married	6	75	2	100

Themes

Ten interviews have been conducted and produced sixteen themes to answer the research questions. Codes that are frequently mentioned were then established as themes. Five themes have been developed regarding the acceptance of WFH implementation from the hospitality lecturers, which include adherence to government policy, safety and security, cost-effectiveness, flexibility, and family bonding. Meanwhile, six themes emerged for the challenges faced by the lecturers which are poor internet connectivity, disconnection from colleagues/lack of social interaction, difficulty to separate personal life and work life, unfamiliar with new teaching platform, external disturbance, and high health anxiety. This study also interviewed the program managers to have input regarding the challenges faced and strategies to improve WFH implementation for the entire program. Three themes have been formulated regarding the challenges faced by the academic managers who represent

the management team. The challenges include lack of workforce, information distribution, and lack of employee participation, whereas two themes have been produced on the strategies used to enhance WFH implementation which includes regular academic meetings, and ICT supports.

Discussion

Acceptance of The WFH Concept as a New Working Trend among KYPJ Academic Staff The informants were asked on their acceptance of the WFH implementation. The interview produced five themes and is discussed as follows.

Adherence to Government Policy

All informants stated that they must adhere to the government policy. The MCO instruction by the government has forced everyone in the country to stay at home, thus this theme has become one of the critical factors that made all informants accept the WFH implementation. Generally, this is something that cannot be avoided by all the informants as work transition ordered the KYPJ is based on the government rules and regulations to reduce the Covid-19 virus from spreading. All informants agreed that the implementation of WFH is a great way for the government and KYPJ to reduce the spread of Covid-19 and other fatal consequences. Thus, the informants accept the WFH implementation as the government policy helps to protect not only the informants but the whole nation as well.

“Oh, for sure, it was a great decision by the government to implement MCO. Even I'm scared of the pandemic Covid-19, so we have to accept their ruling, and so far, it was the best decision made by the government to stay at home.”

Informant 2

Fear and Safety

This theme revolves around the informants' feeling of fear of being infected by the deadly virus which consequently affects their safety. This is also one of the ultimate factor informants accepted the WFH implementation, mainly because the virus can spread without notice. Additionally, the high numbers of positive cases and death reported by the media every day make everyone afraid to get out of the house. Thus, apart from the MCO exercise, informants prefer to stay at home so that they can ensure their safety and reduce their fears of the unseen virus. This theme is supported by Seabra et al (2021), who posited that staying at home was one of the safest actions to the people. Generally, the accept WFH due to the fear of going out, risking the other family member's health and contracting the virus. The following statements evidenced their concern:

“It's a good thing to WFH because it helps me check my family's well-being. This situation was dire, and most people were worried about their safety when they went to the office. When being at home, I can monitor my children, and their safety also was my priority.”

Informant 6

“For me working from home was much safer than working at the office. Still, we can work and feel safe was the most important thing during the situation.”

*Informant 1**Cost-Effectiveness*

All informants stated that cost-effectiveness also influenced their acceptance of WFH. As the informants did not have to work at their office, they managed to save on certain expenses such as consumption of gas, pocket money, and food. They also did not have to deal with the hectic traffic, and this definitely save time and their energy. Thus, cost also play as a critical factor which contributed to the acceptance of all the informants on WFH concept. Parker (2020) supported the theme by saying that cost-effectiveness was essential as it can affect the worker's acceptance of WFH. The followings quotations are provided as evidence:

“For me, WFH also gives me extra savings because there are no expenses needed to go to the office. It could be an advantage, I could say for those working from home like me, and it’s a good thing too.”

Informant 8

“Aside from our safety, the best thing about WFH was that it saves a lot in terms of the expenses. So that money I have saved can go to other things, and it was fun when we can save a lot.”

Informant 3

“One sweet thing being at home was that it saves you a lot of money when we don’t have to pay for actual expenses when working at the office. All the expenses normally spent can be reduced and dealt on other things. I also don’t have to go to office, so, I save time and energy, I don’t have to be in the traffic, so yes.”

*Informant 4**Flexibilities*

The fourth theme of acceptance that emerged was flexibility. All informants stated that the flexibility is one of the benefits of WFH. In education sectors, most teaching and learning process is conducted on online platform, therefore it provided flexibility in many aspects such as time management. To further support, Slabe-Erker and Primc (2021) stated flexibility was one factor that influenced the acceptance of WFH. Thus, lecturers of KYPJ looked at flexibility as facilitating in managing work, family and personal needs. Some of the informants expressed:

“What I like about WFH because we have ample time to manage ourselves, not only focusing on the work we have but also on our needs. The flexibilities are facilitating and working can be a lot easier to do according to our time.”

Informant 1

“I must say that when working at home, the flexibility we got from it was full of wonders. We can manage our time to work or relax according to our needs. We didn't receive such luxury when we worked at the office.”

Informant 3

“This was the one thing that was great when WFH. The flexibility that we got from working at home was great. I can manage my kids my family, and at the same time, I can arrange my working schedule.”

*Informant 5**Family Bonding*

Six informants agreed that family bonding time was the one of the factors which contributes to the acceptance of WFH. During lockdown period, everyone was required to stay at home and WFH. Thus it gave opportunity to every family member to spend more time together. As stated earlier, the MCO implemented by Malaysian government and WFH introduced by KYPJ has impacted their family bonding time. WFH allowed informants to experience more family time with their spouses, parents, or children. This theme is further supported by Bellmann and Hubler (2021) who stated that WFH gives ample time to manage family and work-related activities. Additionally, Anderson and Kelliher (2020) mentioned that women and mothers, in particular, able to complete work matters and personal affairs while working at home and having ample time with family in which influenced the acceptance of WFH. Some of the informants stated:

“What I love about staying at home is that I can monitor mostly my family activities. Before this, I can monitor my family just right after my work ends, but when WFH, I can give full support to my family.”

Informant 2

“WFH gives my family chances to get close to each other on a different scale. It gives new experience as a mother and a teacher at home, so we know how tough it was to teach our children right.”

Informant 1

“When working at home, most of our time spent was with our family. So, it’s a great thing about WFH. We can be with our family at the same time. It will strengthen our family bond.”

*Informant 4***Challenges in WFH among KYPJ academic staff**

According to the transcribed data, six (6) themes emerged on the challenges in WFH. The challenges include internet connectivity, disconnected from colleagues/lack of social interaction, the separation between home life and work-life, new teaching platform, external disturbance, and health anxiety.

Internet Connectivity

All informants shared similar views on the internet connection issue. It is either the lecturers or students had poor internet connection which disrupted the class sessions and delayed the work process. This issue arise because of the sudden transition of WFH with minimal notice, and most informants had issues regarding the internet connection on their behalf. Similarly, respondents in the study by Hamdan et al (2021), mentioned that they experienced "IT pains" due to the rapid shift to working at home, while nearly a third of respondents still face technical difficulties challenges. To further support, Shahriar et al (2021) stated that in most developing countries, challenges such as improper technological infrastructure development, limitation to devices or internet accessibility, and financial hindrances could disrupt the harmony of the online learning experience. Most of the time during WFH, the informants had to work using online platform. With poor internet connection to support the online platform,

it became a challenge for most of the lecturers. Below are some of the comments from the informants regarding the Internet connectivity issues.

“Most of the time, I'm facing challenges on internet connection. This was one of the hardest things that I faced when WFH. Sometimes it makes me stressed just to connect to the internet.”

Informant 1

“So far, the challenges I've faced so far, the most hassle thing was the internet connection. To stay connected was crucial when WFH, so sometimes I've faced internet breakdown. It's a problem when suddenly the internet broke down. As you know I am hospitality lecturers, so technology was not my strong suit. So, if I encountered problem, it's going to delay the work because I had to call the technical support to solve it.”

Informant 7

Disconnected from colleague / Lack of social interaction

Five of the informants raised the issue on getting disconnected from colleague and lack of social interaction. Due to the Covid-19 epidemic, informants spent a lot of time staying at home and adjusting to WFH as part of their daily life. One of the most recurring statements by the informants is absence of peer support. Most informants faced difficulty getting peer support when they were having work-related problem. Additionally, many informants expressed the lack of face-to-face interaction. To further support, WFH required employees to interact on online platform which can cause more miscommunication, misinterpretation of messages, inability to convey feelings to colleagues, and difficulty in discussing with colleagues (Lal et al., 2021). Quote that reflected the informants' expression are as follows.

“The difference when working from home and working from the office was that the social interaction we received was totally different. Before this, we have friends available all the time rather than WFH. So, when we need help, or anything was easier, but when we are at home, it's hard to ask for help or anything.”

Informant 1

“Who doesn't love spending time with friends, right. So, things that I didn't like during WFH is our social lives become inexistence. It's not fun to have everything online without face-to-face interaction. This was the things that I think was a challenge I've faced.”

Informant 4

The separation between home life and work-life

The third theme that emerged from the challenges in WFH by the informants was their struggle to get a clear separation between home life and work life. Five (5) out of eight (8) informants stated with WFH concept, it was increasingly difficult for the informants to draw a clear line between their work and personal lives, such as managing home affairs and work affairs at the same time. Prodanova and Kocarev (2021) stated employees are less likely to suffer conflict between their work and personal lives when they establish clear boundaries between the two. However, attachment of work and family was inevitable for the time being in this pandemic situation. The following statements resemble the informants' notion:

“Honestly, to separate work and home life was quite a challenge. At first, it was a challenge for me because this was the first time working and handling my family at the same time. When

we don't manage our time, of course, we are going to drag our time on working longer than usual. Even if I already getting used to WFH but still, managing work and life-related activities is not an easy task."

Informant 4

"I can accept WFH, but sometimes when we work from home, we have a lot of things to handle, such as our family. When we deal with a lot more things at home, we have to drag our working hours until late at night. So, it's such a challenge to work until late at night."

Informant 3

New teaching platform

The fourth theme that emerged from the challenges in WFH was the informants' frustrations with the new teaching platform. As mentioned by Almahasees and Qassem (2021) most remote teaching or WFH occurred in the pandemic era, with most academics unfamiliar with e-platforms and knowledge of learning management systems. As a result, the lecturers feel the stress of online teaching due to the incompetency and unfamiliarity (Gupta et al., 2021). The sudden transition to WFH has introduced the informants to a new teaching platform. Nonetheless, lack of experience and insufficient knowledge on managing the online platform has become a challenge to the informants. The struggle is shown through the following statements:

"This was the first time I'm using an online platform for work-related activities. It's a challenge for me because of the sudden transition and the lack of expertise on using an online platform."

Informant 4

"Funny story was that it took me a whole day just to learn to set up a google meet and manage my classes. Maybe because of the lack of skill and knowledge on technological usage, I am facing those challenges. Also, we didn't receive enough training at the early pandemic on how to conduct our classes using an online platform."

Informant 5

External disturbance

The fifth theme that emerged from the challenges in WFH was the informants facing disturbance during WFH. Although WFH provides the informants with flexibility, it also contributes to many distractions. As echoed by Prodanova and Kocarev (2021), WFH often involves many struggles in keeping the distractions away. These distractions reduce work productivity and the overall quality of work delivered. Below are some of the comments from the informants regarding the disturbance faced during WFH.

"One of the distractions I've faced was when WFH my kids or spouse. Even if all of my children are in school online, they still keep calling me. The same for my spouse that works at home."

Informant 2

"One of the distractions I've faced was when the kids are running around, talking loudly, watching television, or fighting with each other, it can be difficult to get any work done. When he was bored, my husband may try to come and talk to me about any issues or things that aren't important at all."

*Informant 3**Health anxiety*

The sudden shift to a WFH setup was stressful for the informants. The sixth (6) theme that emerged from the challenges in WFH was informant's concern on their health conditions during WFH particularly negative impact on mental and physical health. This theme is supported by Gupta et al., (2021), who stated that personal and family health were one of the stressors and concern of hospitality and tourism lecturers during Covid-19. Below are some of the comments from the informants regarding the disturbance faced by the informants.

"Before this, I'm an active kind of person, but because of the pandemic, my lifestyle has changed, and I'm not quite active like before. So, I'm really concerned about my health also my weight gain during this time."

Informant 1

"This WFH was making me gain weight because of eating too much, I think. I can't control it because pretty much everything was done at home when we could not get out of the house. I've kept seeking food to relieve my boredom."

Informant 4

The challenges of WFH implementation in KYPJ based on the program managers' perspective. The informants were asked on challenges of WFH implementation from a managerial perspective. Three (3) themes have emerged from the transcripts regarding the challenges faced: lack of workforce, information distribution, and lack of employee participation.

Lack of workforce

The informants stated that the academic managers in KYPJ must control all the schools consists of 15 programs and 150 lecturers. With the WFH implementation, the academic managers face enormous challenges in managing all schools and lecturers, which is impossible for a person to complete the task. Lamprinou et al. (2021), stated that leaders experience more job burnout and the imbalance of work-life balance when WFH because of the work arrangement. Some of the informants stated:

"Before this, I can handle all the work at the office, maybe because all of the lecturers are here at the college. When we are WFH, it feels like an impossible task to do when I have to monitor every lecturer one by one."

Informant 1

"Working at home sometimes makes me feel like I'm doing things beyond my capabilities. The works that I do supposedly need to have more than a person to make sure the task is done."

*Informant 2**Information distribution*

The sudden shift to the WFH also draws a significant negative impact on communication between the management and the lecturers. Due to the various working locality among lecturers, the communication between the management and lecturers is hard to perform. The most effective and fastest way to interact with the lecturers is by using the 'WhatsApp'

application. However, most of the responses by the lecturers is not as fast as predicted. Hence, it has slowed down the information dissemination of the informants to deliver a task effectively. According to Fuchs (2021), WFH decreases work efficiency and reduce the number of inperson interactions, impairs communication, knowledge flows, and managerial oversight. One of the informants stated:

“When people WFH, the most useful application is WhatsApp. So almost every time, your phone must be next to you. But some people didn’t have an awareness when WFH. It's all about the responsibilities of the workers. Nobody can change that.”

Informant 1

Lack of employee participation

To ensure that the lecturers remained at the peak of productivity and attained performance goals, the informant had issued an order for all the lecturers to attend a weekly meeting. This order is to ensure that all the information and problems faced by the lecturers are being heard. Nevertheless, the meeting was not a success where only half of the lecturers joined the meeting at first. However, the number slowly increased as the informants ensure that the lecturers were monitored every day using an online tracker. This tracker helped to track whether lecturers' activities and their schedules were aligned to promote effective communication and prevent absenteeism. According to Christopher (2021), WFH required a change from assessing performance in inputs, i.e., time worked, to outputs, which implies giving up some control over employees and, in principle, provides employees with more opportunities to “slack”. The informant mentioned that:

“This problem is quite common because the workers are at home without proper supervision, and most likely they will slack if they get the chance. So, it's most common things if we got absenteeism during WFH.”

Informant 1

Strategies of WFH implementation in KYPJ based on the program managers' perspective
Two (2) themes emerged from the strategies implemented in managing aspects of the academic department while WFH which are academic meetings, and ICT supports.

Academic meetings

The informants stated that it is crucial to provide internal support as an academic department manager and offer a platform for the lecturers to express their experience and communicate with the management. The informants also mentioned that the purpose of the meeting is to make sure that the lecturers do not feel isolated from the management, and it serves as a communication tool provided to aid the lecturers. The informant also added that this kind of meeting is done regularly every week with the attendance of the representatives from top-level management to answer all the questions from the lecturers. The meeting was a series of conversations with both parties to ensure that WFH practices are done smoothly. The theme is supported Lamprinou et al (2021) who stated a leader's goal in a team meeting is not only to inform. Their job is to make the team meetings as valuable as possible, making them a vector for social cohesion and a place where hard decisions are made, especially during a crisis.

“The meeting for the management and the lecturers is a great plan designed by the academic department. Even though we are at home, it will remind the lecturers that the management is there for them, as well as we could monitor the progress and help them if we can.”

Informant 2

ICT supports

When working from home, the usage of technologies is crucial to connect with the work given. Having an IT support system such as IT training, management support, and digital infrastructure, could enhance employees' digital capability which will then improve employee's productivity during WFH (Afrianty et al., 2022). Particularly in hospitality and tourism education, online learning has become the trend (Kim & Jeong, 2018). Thus, it is important to develop digital resources with high quality to encourage technological assistance in online teaching (Qiu et al., 2021). Because of the matters, the informants mentioned that the management of KYPJ had to construct additional support for the lecturers who did not have sufficient technological devices. The informant also stated that the management has already developed two (2) aids for the lecturers for the time being. One of the aids mentioned by the informants is laptop aid schemes to support all the lecturers working from home, and the other support provided by the management is a CELCOM sim card for all the lecturers with an unlimited internet connection to conduct classes more efficiently.

“Supports by the management keep on growing, even if it is slowly but surely the management will always look into the matters. The things that have been done are the Celcom sim card and the laptop aids for the lecturers. It is going to help the lecturers in the online classes.”

Informant 1

Conclusion and Recommendations

This study evidence that the concept of WFH in the education sector is well-accepted among lecturers and management despite a few hiccups. This is based on the several advantages gained by the informants throughout months of WFH orders. This study has shown that WFH implementation is doable and present a positive impact on the employee's working environment, personal life, safety and expenses. Despite several challenges, practically, the finding presented evidence that WFH can be continued even after pandemic. Additionally, the management also trusted the employee's working commitment and even allow some degree of autonomy to get on with their work while being at home. As a result, the lecturers felt appreciated by the management and contributed to the employee's loyalty. This study also presented a few challenges from employees and management perspectives. Issues on connectivity, health, social interaction, new teaching platform and separation between home-life and work-life were mentioned by the employees. The management also highlighted challenges such as lack of workforce, information distribution and lack of employees' participation. To counter the challenges, the management suggested a few strategies such as academic meetings and ICT supports.

Limitations and Future Research

The study came with several limitations. The result of the findings is restricted to only the employees of KYPJ, thus future research can be conducted to other universities such public universities or all universities which offer hospitality program. Moreover, the study only focused on general challenges of WFH. It is suggested that future research narrow down to specific challenges such as work-related challenges (communication or productivity), education-related challenges (student engagement or student assessment) or personal challenges (mental wellbeing or self-motivation).

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