

Working from Home in the New Norm: Prospects and Challenges from Hospitality Management Students' Perspective

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Abstract

The Impact of Covid -19 caused a deep contraction in the global economy with tourism being the most affected. The closure of borders through lockdowns had devastating effects on the sustainability of tourism businesses. Hence loss of employment negatively impacted on people's livelihood, socio-economic and psychological conditions. The aim of the paper is to investigate the lived experiences of students on the challenges faced as a result of working from home. A qualitative approach was used where ten students were interviewed using a semi structured interview-guide. A thematic analysis was used to analyse results. The results show that learning from home presented a number of opportunities for students. Some of the emerging issues include the ability for students to learn at their own pace, comprehension of the subject matter through rehearsals, the use of technology in research, and innovative strategies for content retention. However, Covid -19 presented a number of challenges for students such as anxiety, anger, conflict and overcrowding. Other challenges included shortage of food due to limited resources, poor access to technology, insufficient financial resources to buy data and boredom. The study concludes that new mechanisms need to be developed to ease working from home.

1.0 Introduction

The tendency of working from a home environment is swiftly on the increase in today's digital epoch, where infinite access to information and connection availability is universal. This tendency is partly due to the Covid -19 Pandemic (Vyas and Butakhieo, 2021). The Impact of the Covid -19 pandemic caused a deep contraction in the global economy with tourism being the most affected. Due to the velocity of transmission, governments globally decided to introduce restrictions to curb the disperse of the virus. Lockdowns, travel restrictions, and confinement rules were instituted to ensure the safety of all nationals (World Health Organisation, 2020; Hossain et al., 2020). The closure of borders through lockdowns had devastating effects on the sustainability of tourism and hospitality businesses, employees and students eventually had to work from home due to closure of schools and universities. Classes which first was conducted face to face is now done online and students need to do their class assigned tasks, projects and homework at home.

According to the United Nations World Tourism Organization (2021) statistics, world-wide arrivals dropped by 74% in 2020 contrasted to the numbers in 2019. It is anticipated that pre-COVID levels will only be reached by 2024(UNWTO).

According to Sing and Wang (2021) staffing costs represent 30-35 percent of the operating expenses in hotels and labour represents a significant expenditure for hotels. Thus, with hotel occupancies running well below 50 percent for the past year because of the COVID-19 pandemic, hotels were faced with the difficult decision to cut staff. Furthermore, with business running 75 percent below normal levels, the late Arne Sorenson, CEO of Marriott hotels had to make the tough choice of slashing 4000 corporate jobs, which affected Namibia too. This choice filtered its way to the property level across all hotel companies (Sing & Wang, 2021). The number of jobs in entertainment and recreation plunged 31 percent between September 2019 and September 2020.

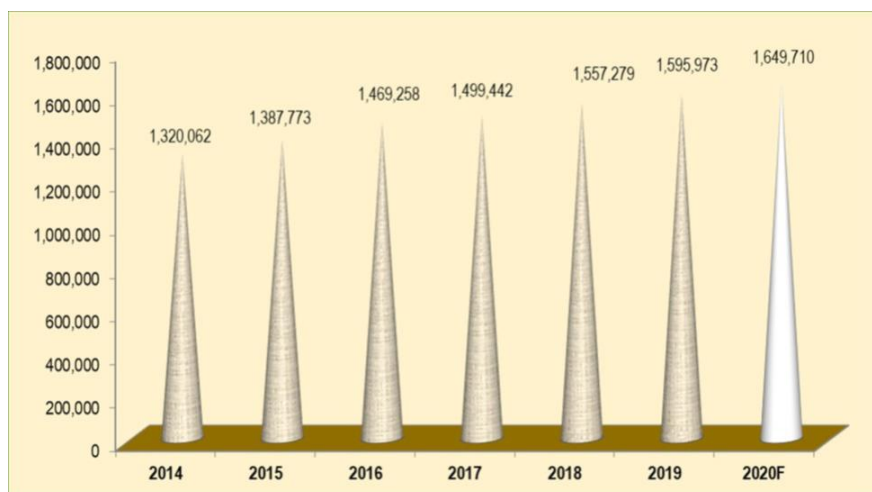


Figure 1. (Namibia Tourism Board) Tourist Arrivals by year 2014-2020F

According to Ministry of Environment, Forestry and Tourism (2019) the last few years in Namibia have seen a growth in tourist arrivals, as there was an increase recorded of 2.5% from 1,557,279 in 2018 to 1,595,973 in 2019 as shown in figure 1. Furthermore, it was forecasted for tourist arrivals to increase by 3.4% in 2020, however due to the COVID-19 pandemic global outbreak the foreign arrivals were negatively affected. Therefore, leading to the hospitality and tourism industry being impacted greatly in the form of lost revenue and loss of trained staff through retrenchments. Hence loss of employment negatively impacted on people's livelihood, socio-economic and psychological conditions.

According to the International Labour organisation (ILO)2020, the continued sharp decline in working hours globally due to the COVID-19 pandemic outbreak means that approximately 1.6 billion workers in the informal economy, that is nearly half of the global workforce, stand in immediate danger of having their livelihoods destroyed, without alternative income sources, these workers and their families will have no means to survive. It is known that for millions of workers, no income means no food, no security, and no future (World Health Organization, 2020). As the pandemic and the jobs crisis evolve, the need to protect the most vulnerable becomes even more urgent and students needs to remain working from home. The aim of the paper is to investigate the lived experiences of students on the challenges faced as a result of working from home.

2.0 Literature Review & Theoretical Framework

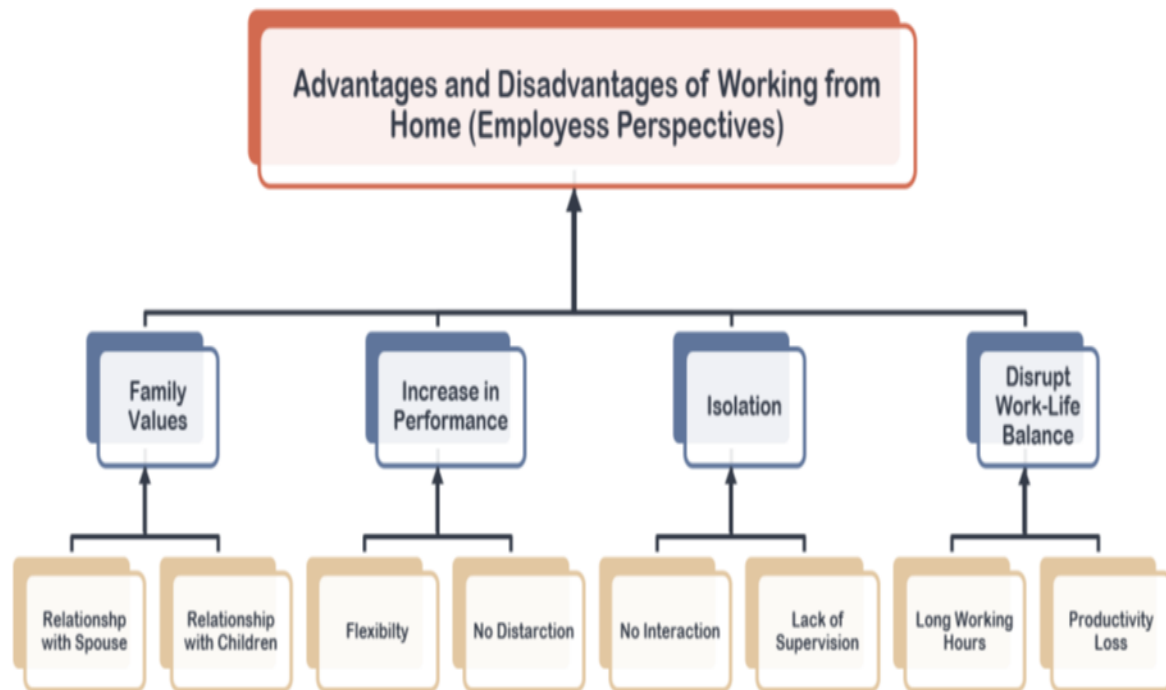
Working from home is now the new formula assisting lecturers to facilitate the learning process and students learn right in the comfort of their home, doing their course assigned tasks and projects at home (McQuaid, 2019). Virtual learning is now converting a vital part of the education system. Full classrooms, the hustle and the bustle, talks and play are now given the aura of digitalization). Online learning technologies are succeeding in transforming the students' living room into a classroom, especially with the modern regulations and policies influenced by the Covid -19 pandemic (Centre for Health Protection [CHP], 2020a). Thus, hospitality educators are increasingly embracing distance learning submissions, virtual learning methods and much more (Brynjolfsson et al, 2020). In addition, online learning programmes are now diversifying the arena' to include a multitude of courses at all levels of education spanning schools, colleges, and higher educating institutions and the Namibia University of Science and Technology (NUST) Hotel School is of no exception.

The Covid -19 pandemic has brought the era of contemporary education and digital learning which is becoming the mainstream of working from home by students. The paradigm of working from home by students has got to widen the reach of education thereby making the spreading of literacy increasingly dynamic (Klopotek, 2017). Students are allowed to attend classes at the utmost ease as digital learning allows for learning from home. Along with comfort digital education utensils support tools to record the session replay, computerized notes making features, access to real original information through share screen and more such conveniences. Pre-recorded lectures and tutorials are also immensely gaining traction. They reduce the levels of strain on the lecturer as repeating teaching sessions does not need to be carried out. In contrast virtual sessions also support one on one sessions which bolsters in the interaction between the lecturer and the learner. Live sessions are another aspect of working from home, which help students to cope with the syllabus and set a personalized pace for learning.

The transformation brought about working from home has resulted in changes on communication and technology in every aspect of social life (Klopotek, 2017; Khaled et al., 2019). The Internet has become the essence of a new economy, characterized by the prominence of globalization and information technology. The ever-advancing world of technology has made it possible for students to work from home and this has affected the way students, especially those on practical shifts at hotels, those on Work Integrated learning, as well as those on E-learning platform. Previous studies such as Bloom et al., (2015), Troup & Rose, (2012), and Song & Gao, (2019) have only discussed the topic theoretically, but the feelings or views of employees on the topic have not been thoroughly studied.

The theoretical framework used for this paper includes some of the possible factors that could contribute to the prospects and challenges of working from home. As can be seen in the theoretical framework below (Figure 2), the lowest hierarchy are eight brown boxes that are the possible factors that can lead to some of the main elements investigated in this paper. Every two factors will lead to one element such as Relationship with Spouse and Relationship with Children will lead to Family Values element, Flexibility and No Distraction will lead to Increase in Performance element, No Interaction and Lack of Supervision will lead to Isolation element, and lastly, Long Working Hours and Productivity Loss will lead to Disrupt Work-Life Balance element. The four elements lead in the blue boxes are the elements studied among the respondents to find out whether they are considered as part of the advantages or disadvantages of working from home from the employees' perspectives (Song & Gao, 2019).

Figure 2. Advantages & Disadvantages of Working from Home – Employees Perspectives



Source: Song & Gao, 2019.

3.0 Methodology

Research methodology discusses the manner in which the study was conducted. The research design which was employed in this study, target population and the sampling was discussed and justified. A qualitative approach was used where ten Hospitality Management 3rd Year students were interviewed using a semi structured interview-guide with open-ended questions. A pilot study was conducted with students, lecturers, and an industry stakeholder. After the pilot study the interview guide was amended and utilized by the researcher to administer the telephonic and personal interviews consisted of two parts; the first part identified, demographics such as age, sex, gender, region of respondents and total number of years work related experience in the Hospitality Industry and adhered to social distancing and related experiences. The second part referred to the Psychological and Social Aspects of the respondents regarding working from home in the New Norm, with the focus on prospects and challenges. Students were recorded, audios were interviewed to the researcher and interviews were transcribed. A thematic analysis was used to analyse results.

4.0 Findings

4.1 Demographics

This section discusses the demographics of the students (age, gender, and Industry experience etc.). A 100 % response rate was achieved, whilst all the respondents were females with most of them (90%)

in the age bracket between (20 and 25) years of age. The other 10 % was from 36 and above. This is an indication that most of the respondents were still quite young, energetic, and about to meet the realities of life. Ninety percent (90%) for the students were not married and ten percent (10%) were married with two (2) children in total.

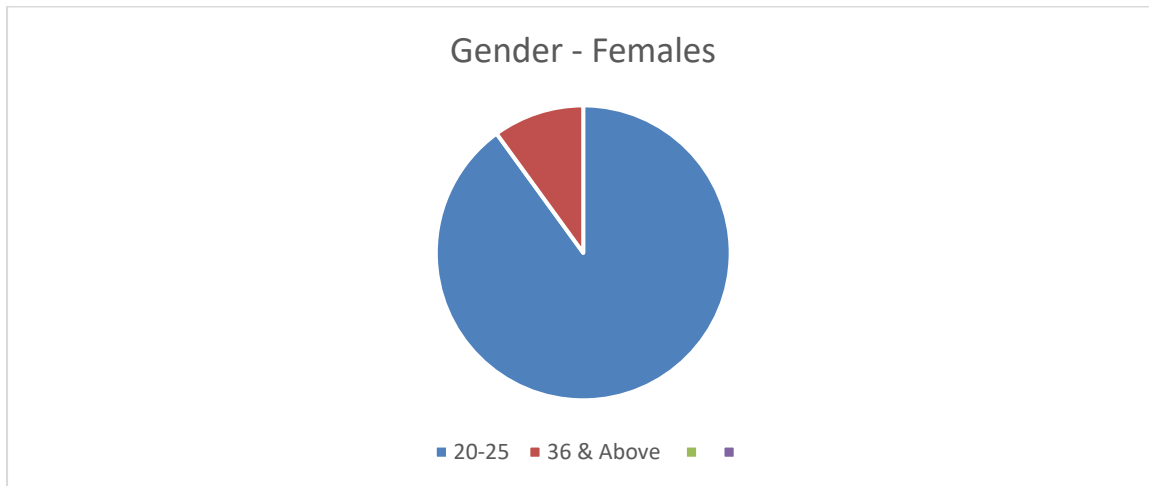


Figure 3. Gender – Females Ranges between (20-25 & 36 and Above)

On the question if the respondents had any work experience, it was evident that 30 % had work experience which were in total 11 years and 3 months together. The other 70 % had not previous work experience but performed practicals at the NUST Hotel school where they are studying and did their Work Integrated Learning there too, for a period of six months.

4.2 Students understanding of work from home.

The question that focussed on what the “New Norm” was, received a number of positives as the respondents mentioned that it was a new way of adapting to everyday doing of work and home life. Different perspectives emerged since others viewed the situation as a way of working from home online, whilst others mentioned that it was a new way of teaching which indicated online, face to face and the assessments that go along with it. Respondents brought the aspect of the “New Norm” which has made studies difficult since more money has to be spent on electronics, Wi-Fi, and related devices. Of interest was the link raised by the respondents with regards to online learning and a slump in the economy. The “New Norm” has changed the way we do things due to world health organizational (WHO) non pharmaceutical health protocol which required sanitizing of hands, wearing of masks and social distancing.

It was evident that sixty percent (60%) of the respondents indicated that they preferred to focus on a blended approach working from home, twenty percent (20%) mentioned that they want to study only online, with ten percent (10%) preferred face to face and the rest remained undecided.

On the question, if students work from home during the lockdown and if they enjoyed it, ninety percent (90 %) mentioned that they did work from home and ten percent (10%) mentioned that they enjoyed being in Windhoek, the capital city and Rietoog, in the south where they had their rooms to themselves, a lot of free time and minimum chores on a daily basis. The evidence presented shows that students

preferred to remain at their residences. For instance, when students went to the rural homes, their houses were usually full and overcrowded. In addition, some of the students had a lot of responsibilities that they had to perform as part of their daily chores. Working from home was quite challenging for students since they had to balance schoolwork with house chores. Thus, by the time they start their schoolwork they will be tired. Most students found working from home to be demoralising since some could not go back to the residences due to lock down and intercity travel bans. The new norm presented new terminologies such as social distancing and sanitising of hands. These terms presented challenges to the folks in the rural areas since it was their first time to hear of such terms. For instance, the elderly found it rude for family members to keep a distance away from them. As a result, it was difficult to observe social distancing. At times it was difficult for family members to come to terms with burying their loved ones without doing body viewing due to World Health Organisation (WHO,2020) prescriptions, which prohibits body viewing. The limited number of people allowed to attend the burial was found to be a taboo, since attending a burial of loved ones assist in coming into terms with the loss and cope with bereavement. As a result of all these WHO health protocols, dying and death presented grief and anger to family members resulting in untold suffering emotionally. Since the WHO protocols were viewed a taboo, some students' family members did not adhere to the health practices resulting in higher infections and deaths of close family members. The new norm has redefined working from home as "smart working", in this paper students agreed that working from home was no holiday but required being innovative and disciplined. However, working from home presented other challenges as it required students to work remotely and being isolated. Social isolation was viewed as a challenge since only students who are better organised could achieve the tasks that were at hand. Social isolation requires greater organisational ability, for a student to succeed they need to have social network and extensive communication tools to enable them to work remotely. For instance, one of the respondents said,

"For me it is not so good...in the sense that when it comes to homework it is online...very difficult...most of my modules are practical...it is not easy for you to understand...and also [financially] it is difficult...buying data online...and the network remains a challenge.

[When it is] ...raining [I] stay in a corrugated house... [I] cannot hear anything... especially if we have an online class because of the rain".

Another respondent mentioned that working from home was not unbearable, in her view she was more comfortable working from home. For instance, she said,

"...I would have to say it is different...not unbearable...because I do already prefer working from home...as it is more comfortable to be at home instead of getting up and being outside there in the world with taxi's...I prefer being at home"

The above narratives show that some students found staying at home to be very difficult and boring, for them they preferred meeting friends which make them feel good to be around. Working from home was seen as being synonymous with a leg of freedom to leave the house. The respondents indicated that there is a difference between when one wants to leave the house and when one must stay at home. To some staying at home every day can result in tiredness, since there is nothing much that one can do at home every day. Some respondents believed being at home makes you feel safer, even though it is not nice. One of the respondents was of the opinion that working from home is frustrating. She said,

" Really frustrating...especially when we have classes online...at times you don't understand...and it is too fast, but it has good advantages...you can decide where you can sit...and you can go back to your

notes...than being at school... at times you can't see the lecturers as they might have a another class or appointment ...especially when you didn't understand or needed personal clarification”.

The above results show that the introduction of social distancing has resulted in a number of people working from home as a strategy to effectively combatting the risk of COVID -19 infection. As can be seen working from home has been pursued by every government the world over as a response to control or break the deadly virus transmission (Vyas and Butakhieo, 2021). There is consensus that working from home has a number of advantages including enhancing family values, increased work performance, but has disadvantages as well such as the feeling of isolation and the disruption of the students' work life balance.

4.3 Experiences of students under the "New Norm".

The Novel Corona virus pandemic presented students with new experiences and challenges. As the government wage a war against the Covid -19 disease and developed strategies on how to overcome the virus. A lot of things happened one way, a strategy that the government initiated was the strategy of lockdown to reduce contagion through breaking all forms of social and economic contact. Thus, the measures resulted in a devastating socio- economic malaise. Students felt that the pandemic disrupted their lifestyle, there was too much boredom, and in some cases, they just felt that they were on their own and they could not focus, compared to the classroom scenario. Some students spent most of their time watching television, surfing the internet, watching favourite movies and or talking to friends online. Some of the students were unfortunate that they had no access to the internet at home, so they had to stay at home which was not easy. As a result of boredom, some would take a walk to the mini market alone. In some cases, students would play games on their phones. The national lockdown resulted in the restriction and closure of non- essential businesses. As a result, the demand for necessities increased and those with ready cash at hand started hoarding food stuff in anticipation of food shortages. The uncertainty that prevailed resulted in anxiety, anger, loss of livelihood and profound socio-economic implications. Considering that people had to stay at home, eating habits changed, behaviour changed, dress codes changed, and new habits emerged. For instance, one of the respondents said,

“My free time was not actually affected...I had free time all the time and did my schoolwork in my free time...on time...I could decide when I need to be free and so on”

“A Lot of free time...could focus on what to do faster”, “It affected my free time drastically...because...I was at home !! I had time to drive around...through traffic or anything!

“I feel I had more free time in Windhoek...did a little bit of schoolwork and then I was free. In the north I had less free time cause of a lot of chores I needed to do and taking care of my mother”.

As can be seen the pandemic had enormous implications on the livelihoods of the students. Whatever strategy the government employs to contain the virus the dire negative consequences resulted. Whilst the containment policies and economic policies were designed to control the spread of the virus, these policies had serious implications on the schooling and progression of the learners, some learners ended up becoming obese, due to eating, sleeping and eating all the time. For instance, the respondents indicated that,

” Actually, for me it was difficult...because you are just at home...at times...we are not sure that if we are studying at home alone that we will make it...you are not sure if you are gaining the experience, you need...which is a requirement”.

“For me...with Christian beliefs...I worshipped and played gospel songs ...meditating ...worshipping GOD”

“I threw myself into my work...didn't had time actually to think what will happen if someone that I love died of Covid or so...I Kept myself busy not to think about things like that !”

“I feel that usually you just have to calm down...so many stories from different people...not know what is true and not ...calm down before it gets to you and letting it”

The above narratives, shows that working from home was not an easy thing for the students, since some wanted to go out and have some fresh air, some wanted to be away from their parents, and they felt terrible when the borders were closed. On a scale from one to ten where one means least and ten means most, most of the students indicated that their anxiety levels were low, considering that they were in the comfort of their homes, and they were not exposed to the risks of meeting to many people. For instance, learning from home gave students an opportunity to do their studies at their own pace, and schedule their work accordingly. To reduce anxiety some students started watching fitness videos and exercised.

4.4 Future Beyond Covid -19

When asked whether students were scared about what the future holds for them, some respondents indicated that since they were not sure when the pandemic was going to end, it was scary for them because the future was unpredictable. With all the restrictions that has been put in place, respondents could not move around, and they were eagerly awaiting the normalization of activities. Some respondents indicated that they were so scared such that they wait for tomorrow, panicking not knowing what next, who is dead, who is going to die next and what will happen to their family members and friends. The narratives below show the sentiments raised by the respondents,

“Yes, it is so scary...because you are not sure when will it end... not sure what will happen the next moment...as you can see it has so many restrictions...what one can do...you can't move around...can't do any other normal activities”.

“Especially recently you do not know if you are waking up in the morning and someone passed away”.

“For myself no...for my family yes...at the moment...my grandfather is sick, so we are very worried about him”.

“I wasn't really scared...I feel it wasn't going to get to me...but for other people as my father was in America at that time...lot of friction scared me. I feel that I have lost so many people this year already...not all who died was because of Covid-19, but you have to make use of the time you have now as tomorrow is not guaranteed”.

Initially when Covid started it was perceived as a foreign disease considering that it had devastating effects in East Asia, Europe, and America. As the virus started spreading to the rest of the world, it then dawned that this virus was there to stay, and people needed to take precautions to protect themselves. It was even more scary for the Hospitality students considering that the Tourism Industry was hard hit by the virus. The economic effects that the virus has had on the industry lead to panic amongst students. Most students have become worried about the future job prospects and the future of the industry. Students have started to ask themselves questions about the sustainability of the Hospitality Industry, the adequacy of skills and their preparedness to enter the ever-changing Tourism environment and whether Hospitality was the right career choice for them.

4.5 Concerns about Parents and Family members.

Working from home present several opportunities for families and their spouses. Thus, when working from home people have an opportunity to be around their parents and their spouses. Couples have an opportunity to nurture and revive their relationship by maintaining good communication about their work schedules and their work commitments. In the process an informal agreement can be made regarding completing household chores. Hence couples can share experiences, feelings, and emotions as they engage with one another. However, working from home can also present challenges to work as couples as it causes tension amongst couples as they try to balance home and work responsibilities. The time spend with a spouse should be differentiated from work demands, hence the two are not complimentary (Either you have quality time with your spouse, or you are at work and the two cannot meet). So, working from home should not be confused with the time spend with your spouse, by creating a boundary. The concerns raised by the respondents skewed towards the care of their parents. Respondents were concerned about the following matters,

“It is worse with people that are old...my parents are already quite old as they are over sixty...and they have other underlining illnesses like high blood pressure, sugar diabetes...so I don't even think of them having it. Yeah...It is a bit worrying. Especially if my parents get it. Everyone is buying the immune booster packs...to build their immune system up. I finely got to understand my parents...why my mother stress and why my father is as strict as he is. For me right now...I have only one parent left...because she is very fragile...if she will get Covid she will just die...and being the only parent and breadwinner, this will affect the whole family”.

Respondents were concerned about the urges of their parents and the associated comorbidity. Despite the advantages associated with working from home, the situation can have negative consequences for students. Most students live with extended families and overcrowded homes. Seeing that the elderly particularly those who are over sixty (60) are at risk of contracting the Corona virus, living with the learners increases the risk of contamination, since a room is shared amongst family members. The elderly people are prone to other life-threatening diseases, contracting the virus can threaten their life span. Respondents feared losing their vulnerable parents as can be seen in the narratives below,

“Well, GOD forbid, anything happens to them ...as anyone losing a parent will be negatively affected. They are in quarantine this moment...self-isolation...they are strong peoplemy mom ensured me that nothing will happen. I am a bit afraid, but they are very strong people. I would be very terrified.... with the virus as it affects the lungs...of all people. It can be challenging for them to breath... but I know they going to get oxygen from South Africa.... regardless of everything...I will remain faithful”.

Some parents are bread winners for the family, and they fend for the family. If a parent is a breadwinner and they get sick, this could have devastating effects on the whole family since they depend on him or her for income. If a breadwinner dies that can affect the whole family socially, psychologically, and emotionally. Learners were worried about the wellbeing of their parents, and they were concerned about the possibility of losing their parents which could have an impact on the continuity of their studies.

The following figure shows the summary of the prospects and challenges of working from home during COVID -19. As can be seen from the diagram below working from home can result in the following, performance, isolation, cultural shock, and work life balance. Working from home can result in increased performance, due to work flexibility and work continuity since there are no disturbances.

However, students can be disturbed in their studies due to overcrowded spaces they live in, worries and anxiety about the possibility of the loss of their parents. See figure 4 below.

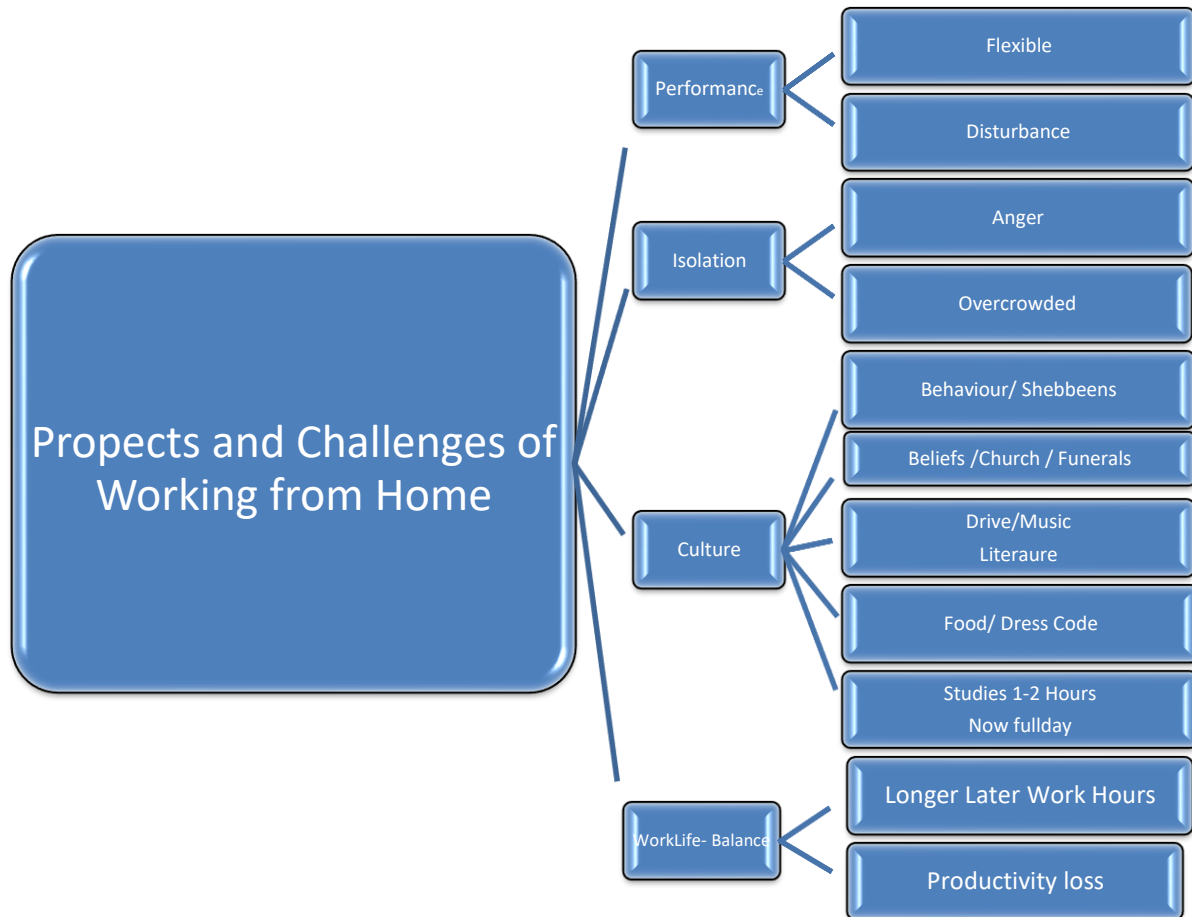


Figure4. Conceptual Framework, Prospects and Challenges for Working from Home.

Working from home can result in social isolation. Whilst isolation can be an advantage in that it provides a space for independence and peaceful environment to achieve work targets. For students' social isolation is a challenge since it requires self-organization and independent thinking. Most students rely on friends, teachers or lecturers and their networks in understanding certain concepts. Working from home present prospects for developing cultural pride and work-life balance. Thus, the ability to work from home increases family ties and values. However, working from home can result in a cultural shock for learners, a lot of disturbances exist that can affect the learning processes. As a result, students failed to balance school demands and family expectations.

5.0 Discussion

There are several benefits associated with working from home and these range from cost efficiency, increased level of satisfaction and saves time (Heng et al, 2019; Schall, 2019; Klopotek, 2017). However, working from home can also create conflict particularly for learners who are overburdened by household chores at the expenses of the studies. Whilst working from home can allow learners to learn at their own time and at their own pace, it can create tension between the desire for flexibility and social isolation. There is agreement that remote work provide freedom from interaction and saves time, for commuting between home and the workplace (DeSanctis, 1984). Work from home provide the opportunity to reduce social contact with people particularly during covid and reducing the risk of contracting the Corona virus. Some studies have argued that working from home is not enough to induce people to desire to work from home, while others have shown that there is a relationship between increase productivity and remote work (Hill et al, 1998). Others who have argued for working from home have propagated for flexible working hours and informal working atmosphere resulting in high increased productivity (Wheatley, 2012). Whilst students were happy with the time available for their studies and the time spend on other activities, working from home could be boring due to lack of freedom of movement. Due to lockdown and non-pharmaceutical WHO health protocols working from home has made the learners situation complicated, as they are expected to balance their lifestyle with education. Although working from home gives learners adequate time for other activities, it proved to be difficult for learners to engage in other activities due to travel restrictions. In any case working from home tend to increase working hours for instance (Hill et al ,1998). For instance, when student work in isolation they tend to take more time to accomplish a particular task as compared to working in a group. It is often difficult to separate work and family life, so it becomes difficult to separate household chores from professional responsibilities during the working hours. Working couples can nurture and revive their relationships when working from home, by setting up schedules and splitting up home affairs responsibilities (Ward, 2020). However, this is not always possible since this can lead to conflict between couples. With learners it was difficult for them to split up household duties and schedule their schoolwork accordingly. In some cases, without guidance, learners would spend more time listening to music, eating, and sleeping. As a result, a blurred boundary is created between the time spend with the family and the time for learning. Church, (2015) claim that there is a positive correlation between work satisfaction and work flexibility, since workers work anytime, they find convenience and when they feel most productive. Working from home can result in increased performance, due to work flexibility and work continuity since there are no disturbances. However, students can be disturbed in their studies due to overcrowded spaces they live in, worries and anxiety about the possibility of the loss of their parents.

6.0 Conclusion

The tendency of working from a home environment is swiftly on the increase in today's digital epoch, where infinite access to information and connection availability is universal. The tendency has been influenced partly due to the Covid -19 Pandemic and the need to work remotely (Vyas and Butakhieo, 2021). The Impact of the Covid -19 pandemic caused a deep contraction in the global economy with tourism being the most affected. Due to the velocity of transmission, governments globally decided to introduce restrictions to curb the disperse of the virus. As a result, working from home is now the new formula for assisting lecturers to facilitate the learning process and students learn and do their course assigned tasks and projects in the comfort of their home. Virtual learning is now converting a vital part of the education system. Full classrooms, the hustle and the bustle, talks and play are now given the aura of digitalization. Online learning technologies are succeeding in transforming the students' living room into a classroom, especially with the modern regulations and policies influenced by the Covid - 19 pandemic. The paper shows that working from home can increase work performance, result in social

isolation, cultural shock, and disrupt work life balance. Working from home can result in increased performance, due to work flexibility and work continuity since there are no disturbances. However, students can be disturbed in their studies due to overcrowded spaces they live in, worries and anxiety about the possibility of the loss of their parents. The paper has further shown that working from home can result in social isolation. Whilst isolation can be an advantage in that it provides a space for independence and peaceful environment to achieve work targets, for students' social isolation is a challenge since it requires self-organization and independent thinking. Most students rely on friends, teachers or lecturers and their networks in understanding certain concepts. Working from home present prospects for developing cultural pride and work-life balance. However, Covid -19 presented a number of challenges for students such as anxiety, anger, conflict, and overcrowding. Other challenges included shortage of food due to limited resources, poor access to technology, insufficient financial resources to buy data and boredom. Nevertheless, the ability to work from home increases family ties and values. However, working from home can result in cultural shock for learners, a lot of disturbances exist that can affect the learning processes resulting in the failure of students to balance school demands and family expectations. The study concludes that new mechanisms need to be developed to ease working from home.

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