

# THE ROLE OF READINESS OF WORK-HOME RESOURCES AND WORK MOTIVATION IN MINIMIZING WORK-FAMILY CONFLICT IN THE COVID-19 PANDEMIC ERA

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**Abstract:** Physical distancing and stay-at-home instructions to break the chain of the spread of Covid-19 have led various organizations to change their work policy from work from the office to work from home. The specific objective of this study is to examine the link between the readiness of work-home resources in carrying out work from home, work motivation, and work-family conflict. The questionnaire is distributed to lecturers of public higher education institutes in Indonesia through online media by quantitative methods. Data from 131 respondents were then processed using SEM-SmartPLS. The results showed that work-home resource readiness negatively affected work-family conflict and significantly affected work motivation. Work motivation has no significant positive impact on work-family conflict. Thus, work motivation cannot mediate the relationship between work-home resource readiness and work-family conflict. Further research regarding work-home resources readiness in another job field would give a different perspective as lecturers have more independent working time than other employees.



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Starting at the end of December 2019 from the city of Wuhan, Hubei Province, when 34 regions of China were stricken with cases of respiratory infection, then it spread widely throughout the world until on January 30, 2020, the World Health Or-

ganization (WHO) declared a public health emergency. Since then, the coronavirus disease 2019 (Covid-19) has become a celebrity that has become a hot topic of conversation among the government, academics, business practitioners, and all walks of life.

The Covid-19 pandemic outbreak has claimed many lives. It has resulted in many changes in human life, such as economic resilience, physical and

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mental health, religious life, social psychology, education, and work. This condition has attracted researchers to find the causal factors and the relationship between one variable to another to solve the Covid-19 impact.

Various studies on the impact of covid-19 have begun published in international journals. Among them, Ho, Chee, and Ho (2020) studied mental health strategies in overcoming the psychological impact of Covid-19 in Singapore. Cao, Fang, Hou, Han, Xu, Dong, and Zheng (2020) used a sample of 7,143 medical students in Changi. The findings conclude that 0.9% of respondents experienced severe anxiety, 2.7% moderate, and 21.3% mild anxiety. This anxiety is increasing for those who have relatives or acquaintances infected with Covid-19. The majority of these studies are focused on both physical and mental distancing. Stay-at-home instructions to break the spread of Covid-19 have led various organizations to change their work policies from work from the office to work from home. However, not all work can be done at home. When doing work from home, additional facilities are needed, such as ownership of a laptop, specific applications, and the availability of a good internet network. Research conducted by Dingel and Neiman (2020) classifies that 37 types of work in the United States can be done from home; the rest that is unfinished at home must have social insurance for these workers related to the Covid-19 pandemic outbreak. Furthermore, Gottlieb, Grobovšek and Poschke (2020) concluded that only 20% of work could do at home in developing countries. While for rich countries, only 40%, even though the ability to work from home is the most important way to minimize the economic fallout due to physical, social distancing in stemming the spread of the covid-19 outbreak.

As for the world of higher education, it also implements policies work from home for lecturers and education staff. Thus, the teaching and learning process and various academic services are carried out virtually. The need for the internet spikes more if doing everything via virtual such as learning, seminars, exams, reporting, correspondence, meetings, and other activities.

Initially, the work from home policy was warmly welcomed by all employees. People might imagine the joy of gathering with family, flexible working hours, free from congestion, free transportation costs, guaranteed hygienic food intake from home, and various other images of enjoyment. But over time, many weaknesses in the virtual world appear. The weaknesses are: internet network disruptions that could disrupt positive moods, overlaps between home and office work hours, lack of emotional touch in the virtual world, uncertainty assessment of work results, lack of communication between colleagues and leaders, feeling tired of staying at home too long and the fact that not all work can be done from home.

From the original desire to break the chain of the spread of Covid-19 while creating a work-family balance through work from home, it is suspected that it also impacts decreasing work motivation, which affects increasing work-family conflicts. Work-family conflicts, if allowed to occur, will affect individual performance. Individual performance will have an impact on organizational performance.

Because the Covid epidemic has only spread throughout the world in early 2020, not much research has been done, especially on the impact of work from home itself. This study aims to examine the relationship between the readiness of work-at-home resources as a means of work from home and work-family conflict during the Covid-19 pandemic by using work motivation variables as a mediator. The pros and cons regarding work from home are an interesting phenomenon to be investigated further to be evaluated and suggested improvements to work policies during the Covid-19 pandemic. It is hoped that the work from home model and work-family configuration findings can provide input for the leadership to determine work policies during the Covid-19 pandemic.

## **LITERATURE REVIEW**

### **Work from Home and Work-Home Resources**

Work from home is a trendy phenomenon since the Indonesian government issued an appeal to stop physical distancing to minimize the spread of the

Covid-19 outbreak. However, not all work can be done from home. Jobs that use a tiny computer and require high interaction with customers, of course, cannot do work from home. Service jobs such as restaurants, health, beauty, and transportation cannot be done from home (Bakker, 2020).

Work from home, also called remote work, telecommuting, teleworking, homework, home office, mobile work, outwork, and the flexible workplace, is a work arrangement in which employees do not commute to their workplace in the company (Bellmann and Hübler, 2020). In other words, work from home means that office work is done from home using information technology available at home. During this Covid-19 pandemic, work from home was carried out due to the necessity of circumstances when they had to choose between continuing to work in the office to maintain production stability and productivity or staying at home to avoid crowds so that the spread of the coronavirus was cut off. The chosen middle way is to keep working but be done from home.

Working from home and working from the office certainly have a different atmosphere and equipment. With the same volume of work but done in a place with a different atmosphere and completeness of office equipment, of course, the results obtained will also be different. Therefore, to successfully implement work from home, it is necessary to have the resources provided by the agency and the resources owned by each employee.

Referring to the work-home resource model published by Ten Brummelhuis and Bakker (2012), there are four dimensions of work-home resources needed to implement work from home: contextual demands, contextual resources, personal resources, and outcomes. Contextual demands include tasks that must be completed quickly, the physical, emotional, and cognitive requirements needed to carry out the task. Contextual resources include social support from family and coworkers, autonomy, opportunities for self-development, and performance feedback from supervisors. Personal resources include physical resources, intellectual resources, affective resources, capital resources, and psychological resources. Contextual demands and contex-

tual resources will affect the use of personal resources. Thus, work from home will achieve the desired outcome if adequate work-home resources support it.

### Work Motivation

In general, it is noted in the literature that motivation is a psychological drive that moves thoughts and behaviors to do something. In the work domain, work motivation is a series of energy forces that come from within the individual and are influenced by the work environment to encourage work-related behavior and determine the form, direction, intensity, and duration of a person in doing work (Shkoler and Kimura, 2020).

The concept of work motivation explains why there are differences in performance between employees who have the same talents, abilities, and opportunities to do their jobs in a similar organization under the same work conditions and facilities (Azar and Shafiqhi, 2013). Referring to the Self-Determination Theory (SDT) proposed by Ryan and Deci (2000), employees are motivated to work due to intrinsic and extrinsic factors. Intrinsic motivation arises because the person likes his job because there is a suitability of the job with interests, abilities, hobbies, and personal satisfaction with the work process activities carried out. Meanwhile, extrinsic motivation is influenced by factors outside of the employee, such as the work environment, the work itself, the influence of colleagues, financial needs, and attractive incentive that offer promotion opportunities, and others.

Furthermore, Ryan and Deci (2000) explain three basic psychological needs: autonomy, relatedness, and competence. Autonomy reflects the desire to organize oneself according to values, experiences, and interests. Relatedness is a condition that reflects the connectedness or sense of belonging of the individual to other people in a group. Competence describes a person's ability to carry out activities to motivate someone to do work independently. To meet the basic psychological needs requires autonomy support, relationship support, and competency that is supported by providing opportunities for employees to work autonomously, and

establishing good relationships by offering support to competency development.

Work from home is one of the efforts to give autonomy to employees at work. Employees are free to determine the place and time to work but still with the rules and deadlines that have been determined. Relationships also remain intertwined even though they are separated by distance, but they can still communicate with the help of digital and virtual communication facilities. Competency improvement can also be done virtually through various webinars.

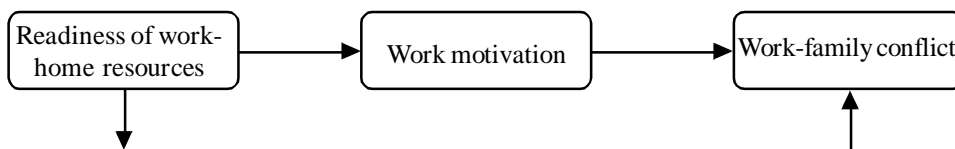
**Work-Family Conflict**

Work-family conflict arises when work demands and family demands come simultaneously (Greenhaus and Beutell, 1985). Job demands in the form of long working hours, high work intensity, and time pressure to accomplish job goals and others can reduce time, energy, and attention to family, resulting in family conflicts caused by work barriers. Two demands simultaneously and the same important level causes incompatibility between the existing and the common condition.

There are three major types of work-family conflicts (Greenhaus and Beutell, 1985). First, time-

based conflict occurs when one spends significant time in one role. It cannot be used to fulfill other roles. Second, strain-based conflict occurs when pressures from one role make it difficult for someone to meet the demands of his other roles. Third, behavior-based conflict is a conflict that arises when expectations of behavior are different from expectations from other role behaviors. For example, an employee may be expected to be aggressive, ambitious, and task-oriented to perform well at work. In contrast, being loving, supportive, and accommodating at home may be regarded as essential to healthy family life (Rabenu et al., 2017).

The availability of work-home resources can encourage employees to have work motivation in doing work from home. However, no physical and time separation between doing office tasks and homework can cause an imbalance in time, energy, thoughts, and attention between office tasks and home tasks. Then, work-family conflict arises, especially if the work and home tasks come simultaneously. From this explanation, the framework of thinking can be described as follows:



**Figure 1. Conceptual Framework**

**HYPOTHESIS DEVELOPMENT**

Work and family are two things that cannot be separated from human life. Therefore, it is necessary to have a balance between work and family life to achieve optimal performance. Working from home was initially carried out to break the chain of the spread of the Covid-19 epidemic. However, working from home has advantages and disadvantages. Some of the benefits are flexibility of time and place so that work can be done adjusting to a comfortable time and place for employees, saving

on transportation costs, free from interference from office colleagues. While the weaknesses depend on network connections, work equipment that is not as complete as in the office, lack of emotional touch in doing work because they do not face other people directly. If this work from home policy continues, it will have various other impacts such as reduced communication between colleagues and decreased work motivation due to simultaneous home workload and office workload, causing reduced energy to do two jobs simultaneously. The policy causes people

to choose to focus more on office tasks or home tasks. The result of this choice will create a work-family conflict.

Work from home resources must be sufficient to work from home successfully. Suppose work from home is carried out without the readiness of work-home resources. In that case, it will increase working hours and workload due to the inability to complete work on time, so that time, physical energy, thoughts are spent on work rather than on family. Thus, working from home will be advocated only if certain conditions are fulfilled (Bellmann and Hübler, 2020). The high work demands such as overload and overtime works will be related to a higher imbalance between work and family roles. The imbalance of these roles will lead to work-family conflict (Amin et al., 2017).

A study conducted by Jostell and Hemlin (2018) concluded that work from home increases work satisfaction. If work interruptions during leisure are not avoided, the work-family conflict intensifies by increasing the permeability of work and family boundaries. Work from home negatively affects work-life balance (Bellmann and Hübler, 2020). If employees are overstrained with the work assignments, this problem concerns them also during leisure, and they cannot achieve a healthy work-life balance. The imbalance between work and family indicates there is a work-family conflict. Therefore, the first hypothesis is proposed as follows:

**H1:** Work-home resources have a significant negative effect on the work-family conflict

The availability of work-home resources in carrying out a work-from-home can affect work motivation. Deci et al. (2017) stated that two factors could influence workplace behavior: workplace context and individual differences. Workplace context includes organizational support for fulfilling basic psychological needs for competence, relatedness, and autonomy. At the same time, individuals have differences in employee motivational orientation consisting of intrinsic and extrinsic factors that affect employee motivation. It is necessary to prepare work-home resources to influence the competence, relatedness, and autonomy in doing work from

home. The implementation of work from home would reduce employee work motivation if it were not supported by; the readiness of work-home resources that meet the demands of the task; the resources needed to carry out the tasks; the personal resources of the employees themselves; and an understanding of the resulting outcomes. Employees' limited information, personnel, equipment, abilities, and home atmosphere in completing the work will affect their emotional and psychological conditions. With the readiness of work-home resources in carrying out work from home, it will facilitate the implementation of work from home to affect work motivation.

A study by Izzah et al. (2020) using qualitative methods proves that the implementation of work from home supported by attention, encouragement, and availability of resources by the leadership will affect the stability of employees' motivation the same as when working from the office. Employees hope that before starting work from home, there will be instructions given regarding system changes. There is motivation from the leadership that even though work from home is carried out, the wages are still paid to feel safe and comfortable at work. Employees who work from home without the attention and support of the leadership will experience anxiety with their payments, confusion with the work system at home that is different from the atmosphere in the office, and worries about the pandemic situation they are facing so that it can reduce work motivation. Therefore, the second hypothesis is formulated as follows:

**H2:** Work-home resources have a significant positive effect on motivation work

A person's behavior indicates high work motivation in dealing with his work. If someone wants to optimally work because he likes his job and feels work is a part of his life, it means that person has intrinsic motivation. However, it is extrinsic motivation if someone wants to work hard because he hopes to get something pleasant from outside himself. Both intrinsic and extrinsic will affect a person's work behavior (Deci et al., 2017).

The higher a person's work motivation, the more he likes his job. It will cause energy, time, thought, attention, and other owned resources to be devoted more to work. As a result, attention to family becomes less. The imbalance between work and family roles that must be played simultaneously will cause work-family conflict. This argument has supported the research by Asseburg (2018), which concludes that a high level of work motivation can positively affect work-family conflict. High work motivation can lead to blurring of the division of roles between work and family. It is because more activities are carried out for work than activities for family and other life domains. To prove the effect of work motivation on work-family conflict, the third hypothesis is proposed as follows:

**H3:** Work motivation has a significant positive effect on work-family conflict

Previous studies by Jostell and Hemlin (2018) and Bellmann and Hübler (2020) indicated that the work-from-home implementation without being accompanied by work-home resources' readiness would complicate allocating resources of time and energy resulting in an imbalance of work and family demands.

Conservation of resource theory from Hobfoll, 2000) strengthens the argument that if a person experiences a reduction in their resources, they will have job stress. Job stress will occur if a person experiences a reduction in their resources. These resources can be in the form of objects (houses), personal characteristics (optimism), conditions, or energy (time, money, or physical energy). Work from home can reduce employee resources because they have to do homework and office tasks in the same situation. This condition can cause stress for employees due to the limited resources they have.

From a role theory perspective by Kahn et al. (1964) and Greenhaus and Beutell (1985), a work-family conflict arose by the simultaneous pressure of roles from home and worked areas. So that participation in one role will make it difficult to participate in other roles. Excessive involvement in work will reduce participation in the family so that family conflicts arise due to the workload. The balance

between work demands and family demands will minimize work-family conflicts.

Besides, past studies prove that the implementation of work from home with the support of attention, encouragement, and availability of resources by the leadership will affect the stability of employee motivation when working from the office (Izzah et al., 2020). Furthermore, a high level of motivation also affects the increase in work-family conflict (Asseburg, 2018). Based on the study above, we can formulate the following hypothesis:

**H4:** Work motivation is a mediator in the relationship between work-resource home and work-family conflict.

## METHOD

### Research Design

This research is a survey research type. The research variables used were work-home resources as the independent variable, work motivation as a mediator, and work-family conflict as the dependent variable. Then the relationship between work from home work motivation and work-family conflict will be tested statistically.

### Data Source

The main data in this study are primary data obtained directly by distributing questionnaires to selected respondents. This study also uses secondary data obtained from literature and previous research journals to complement the primary data.

### Data Collection Technique

The questionnaires were distributed online to selected respondents who have been working from home for at least three months. It consists of two parts—first, respondent characteristics such as gender, age, education level, and others. The second part contains respondents' perceptions of work-home resources, work motivation, and work-family conflict.

### Population and Sample

In this study, the population is State University lecturers who have worked as lecturers for at least

five years. Because the population is not known certainty, the sample was taken by convenience sampling. The target sample size of 200 State Universities lecturers will be distributed online through the Indonesian Economic Lecturer Community WhatsApp group, Indonesian Management Lecturer Publications, Indonesian Management Forum, Psychology Lecturer Forum Indonesia and a personal network of Management lecturers and psychology lecturers throughout Indonesia.

### Operational Variables and Measurements

The operational definition is prepared to provide clear boundaries for the variables used in this study.

The work-home resource is the readiness of the work-at-home resources needed to work from home during the covid-19 pandemic. It was measured by adapting the work-home resource initiated by Ten Brummelhuis and Bakker (2012). There are four dimensions used: contextual demands, contextual resources, personal resources, and outcomes described in 20 question items.

Work motivation is lecturers' perceptions of intrinsic and extrinsic motivation influencing their work motivation in the Covid-19 pandemic. Measured by adapting the work-motivation measurement scale Ryan and Deci (2000) described in 11 question items.

Work-family conflict is a lecturer's perception of conflicts that arise in the family due to an imbalance of time and attention between work and family matters and the existence of work from home. It was Measured by adapting the work-family conflict measurement scale from Carlson et al. (2000), which is described in 10 question items.

The alternative answers provided with each score refer to a Likert scale from strongly disagree (1) to strongly agree (5).

### Data Analysis Technique

In analyzing and interpreting the data in this study, descriptive analysis and verification approaches were used. A descriptive analysis is used to describe the characteristics of respondents and research variables without testing. In this descrip-

tive analysis, researchers used software (SPSS software version 17). Verification analysis is intended to test the research hypothesis using the Structural Equation Model (SEM) with PLS Smart plus (Analysis of Moment Structures) software.

### RESULTS

From sending questionnaires via WAG for one month, 250 responses were collected who gave responses. Of the 250, the responses were selected again by classifying who had done work from home for three months, worked at State Universities, and answered all question items. One hundred thirty-one respondents were filtered out. These 131 respondents were deemed suitable for further processing.

The majority of respondents in this study consisted of 60.3% female lecturers; the remaining 39.7% were male. 29.8% of respondents are between 31-36 years old, 22.1% are 51 years and over, 16% are 46-51 years old, 13% are 37-41 years old, 11.5% are 42-46 years old, and the rest 7.6% are 25-30 years old. The majority of the respondents had a master's education (58.8%), the remaining 42.2% had a doctoral education. The most extensive data distribution is on the island of Sumatra (61%), 13% on the island of Java, 35.1% in Bali, 1.5% and 0.8% respectively in the islands of Kalimantan, Maluku, and NTT.

Before conducting the data analysis using Partial Least Square, the first step is to conduct a confirmatory factor analysis to ensure the accuracy of the data (Goodness of Fit) by reducing some indicators that do not meet the requirements. The following table describes the loading factor for each variable.

In the initial data analysis, it was found that eight indicators of work-home resources and two indicators of work motivation had a loading factor less than 0.5, which later would be removed from the scale. Furthermore, the calculation is carried out on the second model, and it is found that the loading factor for all indicators is above 0.6. Then the model was tested using PLS software. The following is the calculation result of the second model.

**Table 1. Initial Model Loading Factor Values**

Loading factor	Work Family Conflict	W-H Resources	Work Motivation
>0,5	C1, C2, C3, C4, C5, C6, C7, C8, C9, C10	H9, H10, H11, H12, H13, H14, H15, H16, H17, H18, H19, H20	M1, M2, M3, M4, M5, M6, M7, M9, M10
<0,5	-	H1, H2, H3, H4, H5, H6, H7, H8	M8, M11

Source: Results of respondents' answers, data processing

**Result of Evaluation of Measurement Model (Outer Model)**

The validity test is tested using convergent validity and discriminant validity. Convergent validity is tested through the loading factor value of each indicator which ranges from 0.50-0.80. Thus it can

be said that all indicators are valid. Meanwhile, discriminant validity was tested through the value of Average Variance Extracted (AVE) and communality. The following are the AVE and communality values of this research variable.

**Table 2. The Value of AVE and Communality**

Variable	AVE	Communality	Information
WHR	0.532789	0.532789	Meet the criteria
WM	0.418723	0.418724	Meet the criteria
WFC	0.729608	0.729608	Meet the criteria

Source: Results of Data Processing

**Table 3. The Value of Cronbach's Alpha and Composite Reliability**

Variable	Cronbachs Alpha	Composite Reliability	Information
WHR	0.918089	0.931034	Meet the criteria
WM	0.828921	0.864816	Meet the criteria
WFC	0.958447	0.964142	Meet the criteria

Source: Results of Data Processing

From Table 2, it can be seen that the AVE and Communality values are in the range 0.4-0.7, which still meet the criteria of discriminant validity.

be seen in the R-square table from the results of running the model calculation.

**Result of Evaluation of Structural Model (Inner Model)**

Testing of the structural model (inner model) is carried out through the R-square value due to the goodness-fit model test. The R-square value can

**Table 4. The Value of R square**

Variables	R Square	Information
WHR		
WM	0.131465	WEAK
WFC	0.426432	MODERATE

Source: Results of Data Processing



Testing the goodness of fit of the structural model on the inner model uses the predictive-relevance (Q2) value. Magnitude Q2 has a range value of  $0 < Q2 < 1$ . The closer to 1, the better the model. After knowing the R-square value of each variable as shown in the R-square table, the predictive-relevance value can be obtained using the following formulations and calculations:

$$Q2 = 1 - (1 - R1^2) (1 - R2^2)$$

$$Q2 = 1 - (1 - 0.131465^2) (1 - 0.426432^2)$$

$$Q2 = 1 - 0.804016$$

$$Q2 = 0.195984$$

The predictive-relevance value calculation result of 0.195 or 19.5% shows that the model's diversity of data that can be explained is 19.5%. The remaining 80.5% is explained by other variables that have not been contained in the model and error. These results mean that this research model is viable because it has a relevant predictive value that can be used for hypothesis testing.

**Hypothesis Test**

**Table 5. Total Effects (Mean, STDEV, T-Values)**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics ( O/STERR )	Criteria	Information
<b>WHR → WFC</b>	-0.650822	-0.652983	0.031046	0.031046	20.963168	>1.96	Significant
<b>WHR → WM</b>	0.362581	0.371476	0.044363	0.044363	8.173092	>1.96	Significant
<b>WM → WFC</b>	0.057407	0.051880	0.036930	0.036930	1.554504	<1.96	Not significant

Source: Results of Data Processing

0.143 > alpha (0.05). It means that there is no mediating effect between work-home resources and work-family conflicts. The fourth hypothesis, which states that work motivation acts as a mediation between the readiness of work-home resources and family conflict, is rejected. Work-family conflicts are affected by the readiness of work-home resources to work from home. The readiness of work-home resources affects work motivation, but work motivation does not significantly affect the occurrence of work-family conflicts.

Based on Table 5, it can be seen that the readiness of work-home resources has a significant negative effect on work-family conflict. The first hypothesis is accepted. It means that work-home resources have a significant positive impact on work motivation. The second hypothesis is accepted. However, work motivation has an insignificant positive effect on work-family conflict. The third hypothesis is rejected. It means that although work motivation positively impacts the occurrence of work-family conflicts during the Covid-19 pandemic, the effect is insignificant so that it can be ignored.

**Mediation Effects**

The mediation effect was tested using the Sobel test online. From Table 5, the coefficient value of work-home resource → work motivation (A) is 0.36258, while the coefficient value of work motivation → work-family conflict (B) is 0.057407. Then obtained the standard error value A: 0.04680 and the standard error value B: 0.03846. The result of the Sobel test calculation shows that the Sobel test value (z-value) is 1.466 < 1.97 with a p-value of

**DISCUSSION**

There are five findings from this study that are interesting to discuss. The following will be explained one by one.

**The Effect of Readiness of Work-Home Resources on Work-Family Conflict.**

The readiness of work-home resources has a significant negative effect on work-family conflicts. This finding means that the readiness of high work-

home resources to work from home can reduce work-family conflict significantly;

The study conducted by Rupietta and Beckmann (2016) proves that working from home has a significant positive effect on work effort. Working from home gives employees high autonomy in scheduling and organizing their work to increase their work effort. However, to do work from home, it must be supported by the readiness of available resources, both from employees and leaders, and organizations. With the readiness of work home resources, working from home can be well organized to reduce the allocation of time for the family.

Previous studies that examined the effect of work-home resource readiness on work-family conflict have not been found to the best of the researchers' knowledge. It is because work from home during this pandemic has only been implemented since 2020. However, theoretical support of Conservation of resource theory from Hobfoll, (2000) and role theory perspective (Kahn et al., 1964; Greenhaus and Beutell, 1985) related to resource allocation and balance of work and family roles strongly supports the hypothesis of the effect of work-home resource readiness and work-family conflict.

The respondents of this study were lecturers who originally carried out teaching activities offline in the classroom. Suddenly, with the coronavirus's spread, they must teach online from home without having time to prepare resources such as using online learning media. Likewise, with other campus activities such as online meetings, online tutoring, and thesis exams. Because it is done online from home, there is no physical separation and time to do office tasks and activities for the family.

Without the readiness of work-home resources, it will cause additional resources needed to do office work at home to reduce resources to carry out family activities. It will cause an imbalance between work and family so that work-family conflict arises. As argued by Liao et al. (2019), when individuals perceive their resources as insufficient to maintain the balance of resource needs (i.e., condition) between their work and family roles, they experience work-family conflict.

### **The Effect of Readiness of Work-Home Resources on Work Motivation**

The readiness of work-home resources has a significant positive effect on work motivation—the more readiness of work-at-home resources available, the higher the work motivation to do work from home. Work from home has the consequences of working alone from home without a coworker physically accompanying you and without any facilities such as in the office. Without the readiness of work-home resources, there will be various obstacles during work from home such as work will be completed slower due to limited knowledge and equipment, workloads accumulate, and lack of support from colleagues and family, resulting in decreased work motivation due to overload in resource use personal power consisting of physical, psychological, intellectual, affective, and capital resources are the obstacles.

Work from home during this pandemic has not been carried out for a long time. Even if it is carried out, it is still periodically alternated between work from home and work from the office; some even implement it with a shift system between employees. Therefore, there have not been many previous studies on the relationship between the readiness of work-home resources in the implementation of work from home and work motivation. In the case of lecturers who were respondents in this study, at first, they complained a lot when they had to do all online work because of limited resources, network availability and quotas, and knowledge about online learning media. However, because higher education leaders responded quickly by providing various online learning media socialization, finally all became accustomed and did not reduce their work motivation. In line with Hong et al. (2019), which proves that organizational support has a significant positive effect on internal motivation.

### **The Effect of Work Motivation Resources on Work-Family Conflict**

Work motivation has no significant positive effect on work-family conflict. It means that although work motivation positively affects the occurrence

of work-family conflicts during the Covid-19 pandemic, the effect is insignificant so that it can be ignored. This finding contradicts the findings of Hong et al. (2019), who concluded that high internal motivation has a significant negative effect on work-family conflict. Their respondents are soccer referees who require high physical involvement in carrying out their duties. In addition, being a football referee is a job that is based on interests, hobbies, and love for football so that more time, energy, and attention will be devoted to running the job. An imbalance in allocating resources to carry out work and family roles will trigger work-family conflicts.

In contrast to the respondents in this study. Their activities as lecturers require the mind more than physically. So even though their work motivation is high in carrying out their duties, it does not significantly affect increasing work-family conflict. Physically they can be in the midst of the family, although at the same time, they also have to deal with laptops to carry out their work as lecturers. High work motivation can confuse the division of work and family roles so that high work motivation can have a positive effect on increasing work-family conflict. (Asseburg, 2018).

However, suppose the available resources can be managed properly. In that case, the positive influence of motivation on work-family conflict can be insignificant, primarily if the family also supports the work being done.

### **The Role of Work Motivation as a Mediator in The Relationship Between Work-Resource Home and Work-Family Conflict**

The results of this research show that the indirect effect through work motivation is not significant. Work-family conflicts are affected by the readiness of work-home resources to work from home. The readiness of work-home resources affects work motivation and work-family conflict directly, but work motivation insignificantly affects work-family conflict. Thus, to reduce work-family conflict due to carrying out work from home, it can be done by increasing the readiness of work-home resources directly and increasing work motivation through the readiness of work-home resources.

Citing to Liao et al. (2019), there are two types of antecedents of work-family conflict: job-related and family-related. Job-related is work demand, work control, role overload, job autonomy, and flexibility, while family-related are family demand, family control, and family role overload. Work from home can make job demand and family demand come simultaneously, while the resources owned by employees are limited. If work demands are greater than fulfilling family demands, employees must relocate their resources to balance the work and family domains. The availability of work-home resources in carrying out work from home helps lecturers regulate the allocation of work and family resources to be balanced so that the chances of work-family conflicts decrease. When lecturers carry out academic activities from home with the support of work-home resources, they physically remain amid the family without disturbing the smooth implementation of their duties.

The majority of lecturers in this study were women (60.3%), aged between 31-41 years (50.4%). They had master's degrees (58.8%) who were young lecturers and had personal resources (time, energy, and skills using technology). It helps them in adapting to allocate work and family resources so that a balance is achieved. Although their work motivation is high, it does not significantly increase work-family conflict. Work-family conflict is a matter of managing resource allocation amid limited resources. Work-family conflict will be reduced if skilled in allocating resources to carry out work and family roles amidst the certainty of limited resources. For balancing work and family resources in working home, it is necessary to have work-home resources.

### **CONCLUSIONS**

From the results of this study, it can be concluded that readiness for work-home resources has a significant negative effect on work-family conflict. It means that the more readily available work-from-home resources are in carrying out work from home, the fewer work-family conflicts that arise. The readiness of work-home resources has a significant positive effect on work motivation. This

means that work motivation will increase if work from home is carried out with the readiness of work-home resources. However, work motivation does not affect work-family conflict and cannot mediate between work-home resources readiness and work-family conflict.

## IMPLICATIONS

This research presents a relationship model between work-home resource readiness, work motivation, and work-family conflict. Work-family conflict is a matter of managing a balanced allocation of work and family resources. Therefore, work-home resources are needed to increase work motivation and reduce work-family conflict in carrying out work from home. The readiness of work-home resources comes from agency support such as opportunities for self-development, feedback from superiors, autonomy, support from family and co-workers, and the readiness of the lecturer's resources such as physical, emotional, psychological, and cognitive readiness.

From an academic standpoint, the research can also add insight edges and references for further researchers as a basis of the empirical evidence concerning the relationship between work-home resources, work motivation, and work-family conflict.

## LIMITATIONS

This research's main limitation is a simultaneous cross-data collection method, while attitude measurement needs observation through time-series data. Besides, this research was conducted on limited objects and variables; therefore, it cannot be generalized and applied to all lecturers to reduce work-family conflict.

## RECOMMENDATIONS

The respondents of this study were lecturers who were forced to carry out their threefold missions of Indonesian Higher Education (*tri dharma* obligation) from home. This research shows that the availability of work-home resources due to carrying out work from home can increase work motivation and reduce work-family conflict. Although

work motivation has no significant effect on increasing work-family conflict, like work-family conflict, its effect on performance has been proven to be true. Therefore, the implementation of work from home must be accompanied by agency support in providing resources such as information disclosure, opportunities for development, availability of online learning access, and no excessive workload. Also, the lecturer's resources are physical, mental, emotional, psychological, and knowledge so that work motivation is maintained like when working from the office. There is no certainty when the Covid-19 outbreak will end. Therefore, it is necessary to carry out further investigations regarding the work from home policy that can minimize work-family conflicts during the Covid-19 pandemic so that performance remains optimal. Further research regarding work-home resources readiness in another job field would give a different perspective as lecturers have more independent working time than other employees.

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